DOCUMENT RESUME

ED 041 667 RC 004 497

AUTHOR	Mestas, Leonard Joseph
TITLE	Administrators' Opinions and Attitudes Concerning the Bureau of Indian Affairs Navajo Schools' Responsibility in Providing Education for Navajo Exceptional Children.
PUB DATE	70
NOTE	122p.; Doctoral dissertation submitted to University of Northern Colorado, Greeley
EDRS PRICE	EDRS Price MF-$0.50 HC-$6.20
DESCRIPTORS	*Administrator Attitudes, Adult Education, *American Indians, *Doctoral Theses, *Exceptional Children, Handicapped Students, Mentally Handicapped, Responsibility, *Special Education, Surveys
IDENTIFIERS	*Navajo Indians

ABSTRACT

The Navajo Reservation (which covers parts of Arizona, New Mexico, and Utah and is approximately 24,000 square miles) was studied in terms of the special-education needs of all exceptional Navajo children enrolled (1969-70) and served by the Bureau of Indian Affairs (BIA) in elementary schools of various types. The study involved getting questionnaire responses from reservation administrators of 57 BIA-administered schools and from 10 agency administrators. Attitudes were investigated by a 33-item questionnaire as to responsibility of the BIA school, responsibility of special education, pupil-placement plan, per-pupil teacher norm, and internal administrative responsibility. Administrators agreed that BIA should assume more responsibility in administering programs for exceptional children and that institutions should be responsible for deaf, blind, subtrainable, mentally retarded, and preschool blind children. The 6-part questionnaire is appended. (EL)

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ADMINISTRATORS' OPINIONS AND ATTITUDES CONCERNING THE BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOLS' RESPONSIBILITY IN PROVIDING EDUCATION FOR NAVAJO EXCEPTIONAL CHILDREN

A Dissertation Submitted in Partial Fulfillment
of the Requirement for the Degree of
Doctor of Education

Leonard Joseph Mestas

School of Education

Spring

1970

RC004497

THIS DISSERTATION WAS SPONSORED

BY

Tony Vaughan
Major Adviser

RESEARCH AND EXAMINING COMMITTEE

Tony Vaughan
B R Gernheart
Alex Jardine
John Fluke

DEAN OF THE GRADUATE SCHOOL

Examination date on Dissertation May 6, 1970

ACKNOWLEDGEMENTS

The writer wishes to express thanks to his major adviser, Dr. Tony Vaughan, and to the other committee members, Dr. Bill Gearheart, Dr. Fluke, and Dr. Jardine for their guidance, suggestions and assistance throughout the study.

I am indebted to the following people: Dr. Lee E. Courtnage for allowing me to use his questionnaire and study, Dr. Richard Wolfe, Dr. Napier, Dr. Chris, Caroline Broadwell and Mrs. Dorothy Vaughan who gave me help and encouragement to finish.

In the Bureau of Indian Affairs special thanks to Miss C. Laurine Ruleau who gave me access to the use of BIA materials and office space.

To the family a special note: to my Navajo grandfather, Miguel Romero and to my Mexican American grandmother, Mrs. Lenora Romero, thanks for the heritage. And to my mother, Aurora, thanks for everything. To Julia, Steve, David, Elizabeth and Tom, together we make our family.

ABSTRACT

Mestas, Leonard Joseph. "Administrators' Attitudes Concerning the Bureau of Indian Affairs Navajo Schools' Responsibility in Providing Education for Navajo Exceptional Children." Unpublished Doctor of Education dissertation, University of Northern Colorado, 1970.

Statement of the Problem

The problem for this study was to survey the Bureau of Indian Affairs Navajo School Administrators' attitudes and opinions concerning the schools' responsibility in providing education for exceptional Navajo children.

Procedures

Data were obtained by questionnaire from all Navajo Bureau of Indian Affairs Navajo school administrators. An analysis of the data indicated that 100 per cent of the BIA Navajo school administrators responded to the questionnaire. The data are reported by frequency count and percentage of responses to each item of the questionnaire to determine differences of opinions and attitudes of the Navajo school administrators.

Conclusions

1. Bureau of Indian Affairs Navajo school administrators agreed there is a need for the BIA to assume more responsibility in administering programs for exceptional

children.

2. Administrators indicated that institutions should be responsible for the specific categories of deaf, blind, subtrainable mentally retarded and pre-school programs for blind.
3. BIA Navajo Administrators indicated workshops for adult handicapped as being the responsibility of local community agencies.
4. Administrators of the Navajo BIA schools (in the suggested pupils-per-teacher ratios) agreed that classes for handicapped should be small.
5. Administrators placed leisure time programs and school health services within the responsibility of another department in the Bureau of Indian Affairs Navajo school system.
6. Administrators were evenly divided as to whether school social work should be the major responsibility of the department of special education or another department in the Bureau of Indian Affairs Navajo school system.
7. Administrators agreed that certain pupil placement plans were best for various handicapping conditions. The segregated school plan, the special class, and the cooperative plan were preferred but the itinerant teacher and resource room plan were seldom selected.

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CHAPTER I

DESCRIPTION OF THE STUDY

Introduction

> In planning the educational program in individual schools or school systems those who are responsible should keep in mind the basic distinction between general and special education. Failure to do this may result in confusion and misunderstanding. Different methods of organization, different teaching materials and perhaps different standards may be applicable to the two areas.[1]

Because there is a necessity for common understanding of the needs and purposes of special education, and of the criteria and regulations used to meet these needs and purposes, the leadership role of the Bureau of Indian Affairs Department of Education should follow the suggestion of Morphet, Johns, and Reller.

Gardner and Nisonger[2] feel educators, in their role as program developers, become absorbed in promoting enlarged and new programs while failing to give sufficient attention to the sound and orderly development of these same programs. This attention does not mean a slow down of the expansion of program. As stated by Gardner and Nisonger: "Instead, it means that concurrently we should greatly increase their [Navajo educators] efforts in research, training of professional personnel and program planning."[1]

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[1] Edgar L. Morphet, R. L. Johns, and Theodore L. Reller, Educational Administration (Hall, Inc., N. J.), p. 329.

[2] William I. Gardner and Herschel W. Nisonger, A Manual on Program Development in Mental Retardation (Monograph, American Association on Mental Deficiency, 1962), p. 3.

Research is needed in the study of Indian Education in such areas as: school buildings; equipment and teaching aids; dormitory versus hogan living; bi-lingual education; teachers' aides; and teacher's attitudes.

Educators generally agree that education in U. S. should be for all children according to their abilities. The committee for the White House Conference on Education,[2] in its report to the President, concluded that the basic responsibility of the schools is the development of the intellectual powers of young people, each to the limit of his capacity. Schools should be expected to help each child to become as capable in every way as his native endowments permit; and to help each child acquire the skills and characteristics deemed worth while. The report states: "The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied and, so far as possible, corrected."[3]

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian children must have the opportunity to realize their full potential and to become useful members of society. Modern social living demands from each child independence and self-initiative.

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[1] Ibid.

[2] A Report to the President. The Committee for the White House Conference on Education (U. S. Government Printing Office, Washington, D. C., April, 1956), p. 9.

[3] Ibid.

The basic educational objectives of the Bureau of Indian Affairs are to assure adequate educational opportunities for all Indian children, of one-fourth or more degree of Indian blood, within the continental United States and Alaska. These basic objectives include the following:[1]

a) To obtain school facilities for eligible Indian children not now in school.

b) To carry out an effective program for children in Federal schools designed to prepare Indians for successful living.

c) To secure for all Indian children the educational opportunities provided for other citizens through our system of public education.

d) To develop on the part of Indian groups, State and local school officials recognition and acceptance of their full responsibilities for the education of Indians.

e) To retain the valuable elements of Indian life and to strengthen the pride of Indian groups and the recognition by Indians as to the contribution of the Indian.

f) To secure regular school attendance of all Indian children until they graduate.

g) To appraise periodically the need for boarding schools.

The Navajo philosophy of education is to develop each person to his full stature and maturity, and to equip each individual with the abilities, skills and understanding which will permit him to live harmoniously, productively, and happily in a changing democratic society.

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[1] Area School Directory (Bureau of Indian Affairs, Navajo Area Office, Window Rock, Arizona, 1968-69), pp. 4-5.

In August, 1961 the Navajo Tribal Council unanimously adopted the following objectives and procedures that will advance the educational status of handicapped Navajos and provides a clear statement of policy acceptable to the Bureau of Indian Affairs and the Navajo Tribe.

> "Special Education." In cooperation with responsible agencies, the greatest care will be exercised to identify the handicapped Navajo students.
>
> a) For such handicapped students whose needs can be met in a modified school environment, arrangements will be made (in cooperation with responsible agencies).
>
> b) The extreme cases that cannot be provided for in a modified school situation and thus require institutional care shall be provided for in appropriate State and private institutions.[1]

This study is designed to investigate administrative attitudes about special education for Navajo children.

Need for the Study

In educational programs in the nation, research is a normal part of the program and plays an important role in the advancement of every aspect of education. Special education is no exception and research can be of value here as in other educational programs.

In planning for the education of handicapped children there is a need to involve administrators of Navajo schools in the decision making process about special education programs and their implementation. Administrative attitudes in regard to the need for special education must be surveyed before adequate programs may be provided. If there are adverse administrative attitudes they need to be changed through information and training about special education, before local programs can be effected.

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[1] "Joint Bureau of Indian Affairs", Navajo Education Policy Statement (Navajo Tribal Council, Window Rock, Arizona, 1969). Mimeograph.

The 90th Congress of the United States, in an amendment to Title VI "Education of Handicapped", of the Elementary and Secondary Education Act of 1965, in its grants-to-States program for improvement of education of the handicapped authorized participation of children on Indian reservations in schools operated by the Department of the Interior.

The pertinent sections of the amendment are:

> Part E. Amendments to Title VI of Elementary and Secondary Education Act of 1965, and related amendments.
>
> Section 153. Including schools for Indian children operated by Department of the Interior and Defense Overseas Dependents schools in Title VI.
>
> (B) For the fiscal year ending June 30, 1968 and the succeeding fiscal year.
>
> (i) The Secretary of the Interior according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior.[1]

In a speech at the Navajo Education Conference, Window Rock, Arizona, March 30, 1968 Senator Robert F. Kennedy, Chairman, U. S.

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[1] United States Code, Congressional and Administrative News, 90th Congress-First Session, 1967., Vol. I. (West Publishing Company, St. Paul, Minn., 1968).

Senate, Indian Education Subcommittee, stated:

> The whole area of pupil personnel services has been greatly neglected by schools serving Indian children due to a lack of adequate funding. Yet this is an area of great need. There must be a very substantial expansion of personnel and programs in the areas of special education, guidance and counseling, and psychological services.[1]

In a pilot study[2] co-ordinated by the Bureau of Indian Affairs on the Navajo reservation, the specific handicap mental retardation was investigated. Recommendations from the study indicate the need for research on the Navajo reservation in all phases of special education. The problem was summarized in the following manner:

> When one considers that these youngsters had been, for the most part enrolled in school an average of four years without advancing much beyond the first grade before the handicapping conditions were identified, it would strongly suggest the need for establishing a procedure by which consistently under-achieving children are routinely referred to the Indian Health personnel for a diagnostic evaluation. It was agreed that this problem merited the immediate attention of appropriate personnel in the Branches of Education and Welfare, Bureau of Indian Affairs, and in the Division of Indian Health.[3]

Baker, in writing about the education of exceptional children, stated:

> Adequate educational programs for exceptional children are the

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[1] Indian Education Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate 90th Congress, first and second session, Part 3, March 30, 1968. Flagstaff, Arizona (U. S. Government Printing Office, Washington, D. C., 1969), p. 1050.

[2] An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children, (U. S. Department of Interior, Bureau of Indian Affairs, Branch of Education, June, 1965).

[3] Ibid., p. 17.

> responsibility of the school administration. The chief responsibility in this area lies with the superintendent. Under his general policies, determined by boards of education from facts and recommendations presented to them by the superintendent, it is his duty to administer the program of special education along with his other administrative problems. The success of the program is dependent mainly upon his enthusiasm, interest, and sponsorship. If he has the sympathetic support of the community and the boards of education, the program will overcome many natural obstacles and be a success.[1]

The schools on the Navajo reservation are unique in several aspects. The schools are federally funded and supervised. Many are isolated dormitory schools. Their administration is unique. The Area Director of schools replaces the superintendent concept. The Tribal Council is in a sense the board of education. These factors among others demonstrate the different approach to education needed in these schools. It follows that the principal and superintendent together need to develop their educational programs in keeping with the above limitations. What is true for education in general is especially true for special education.

Dr. Willard Abraham, in a special message to participants in the 1968 Summer Workshops in Special Education for Bureau of Indian Affair Personnel, commented:

> The Bureau of Indian Affairs is committed to providing educational opportunities for Indian children which are equivalent to those available to other children within the nation. In order to meet this commitment, it is essential that BIA insure that its staff, programs, and facilities are able to fulfill the needs of the exceptional child as well as all other children. At the present

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[1] Harry J. Baker, Introduction to Exceptional Children (New York: MacMillan Company, 1957), p. 469.

> time, however, there is a severe shortage of Special Education services within the BIA's school system ...[1]

Statement of Problem

The problem for this study was to survey the Bureau of Indian Affairs Navajo Division School Administrators attitudes and opinions concerning the schools responsibility in providing education for exceptional Navajo children. This study involved three states in which the Navajo reservation exists: New Mexico, Arizona, and Nevada. Data were obtained from a questionnaire sent to all Navajo Bureau of Indian Affairs school administrators.

Specifically the problems of this study were to determine:

1. In the opinion of administrators of BIA Navajo schools, what department, organization or agency in the state or within the organizational structure of the reservation should be responsible for meeting the needs of handicapped Navajo children?
2. In the opinion of administrators of BIA Navajo schools, which of the various exceptionalities should be served by the BIA schools?
3. In the opinion of administrators of Bureau of Indian Affairs Navajo schools, if the BIA Division of Education is to be responsible for the administration of programs

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[1] AVCO Economic Systems Corporation, Final Report: Special Education Workshops for Bureau of Indian Affairs Personnel, 1025 Connecticut Avenue, N. W., Washington, D. C., 1969.

for the handicapped Navajo, what type of special education pupil placement is best?

The implementation of special education programs, new or old, depends upon various important factors, such as: (1) the nature of the programs; (2) the nature of the curriculum; (3) the availability of educated and specialized trained teachers and administrators; (4) adequacy of dormitory aids; (5) availability of supervisory personnel; (6) better type of student's evaluation; (7) student enrollment; and (8) availability of classrooms and financial support to meet all the above mentioned needs.

Doll summarizes the most important factors for implementation of a good program and a curriculum as follows:[1]

1. Planning for the improvement of the curriculum and the development of a program.
2. Helping evaluate continuously both the appropriateness of the curriculum and the quality of the development of a program.
3. Arranging time, facilities, and materials for program development, growth and improvement.
4. Helping orient new teachers.
5. Making recommendations for the budget.
6. Helping select teachers for appointment.
7. Helping plan new buildings and/or modernize old buildings.

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[1] Ronald C. Doll, Curriculum Improvement: Decision-Making and Process (Third Printing: Allyn and Bacon, Inc., 1966), pp. 169-70.

8. Completing questionnaires dealing with instructional matters.

At present many Navajo reservation schools are not in a position to fulfill the criteria mentioned above, in regard to special education programs. As long as these criteria remain unmet there is little hope for the future growth and development of special education in the Bureau of Indian Affairs Navajo schools. It is stated in The Total Program:

> What is it really going to take to bring Indian children out of poverty? What role can and should education play as one of the most significant forces in the lives of these children? First of all, men cannot think of this problem as unique to the children of poverty. We must think of education in its total context.[1]

The same document has further charged: We must look at the total educational process. Keeping this in mind, let us look at those factors which have contributed to the particular educational problems of Indian youth.[2]

Definition of Terms

The definition of terms, except as otherwise indicated, were abstracted from Good's Dictionary of Education.[3] To insure better understanding by the respondents of the study, a glossary of the terms

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[1] Department of Interior, Bureau of Indian Affairs, The Total Program of the Bureau of Indian Affairs Under Title I (Washington, D.C. November, 1966).

[2] Ibid.

[3] Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959).

Mestas

was attached to each mailed questionnaire for reference. The definitions are as follows:

Deaf.--A child with a severe to profound loss (60 db or more in the better ear). The deaf child may with a severe loss learn language and speech with specialized techniques and hearing aids or with a profound loss cannot use hearing to understand language even with amplification of sound.

Hard of hearing.--A child with a mild to moderate hearing loss (30 db to 60 db in the better ear) which is educationally significant, but the residual hearing is sufficient for interpreting speech with or without a hearing aid.

Blind.--A child whose vision is less than 20/200 with correction or whose field of vision is significantly restricted so that he must use braille as his reading medium.

Partially sighted.--A child whose vision is between 20/70 and 20/200 in the better eye with correction and who can read only enlarged print or limited amounts of regular print under very special conditions.

Crippled and orthopedically handicapped.--Disabled by a condition of the central nervous system such as epilepsy, cerebral palsy, post-encephalitis; or children disabled by such non-central nervous system conditions as poliomyelitis, tuberculosis of the spine and other types of crippling diseases.

Special health problems.--This category refers to children whose weakened physical condition renders them relatively inactive or requires special health precautions in school. Here one finds cases due to various diseases as cardiac impairment, epilepsy, diabetes, tuberculosis, muscular dystrophy, hemophilia, and other similar types of diseases.

Educable mentally retarded.--A child of borderline or mild mental retardation who is capable of achieving only a limited degree of proficiency in the basic academic skills. The IQ range is usually 55 to 75 (plus or minus 5 points) on the basis of an individual psychological examination.

Trainable mentally retarded.--A mentally retarded child incapable of achieving any significant proficiency in academic skills, but who may attain a limited degree of socialization, self-care, communication, and leisure time habits. The IQ range is generally 30 to 50 (plus or minus 5 points) on the basis of an individual psychological examination.

Sub-trainable mentally retarded.--A mentally retarded child requiring almost complete supervision throughout his life time and who will attain little or no skills in socialization, self care, communication, and leisure time habits. The most commonly accepted IQ range is 0 to 30 on the basis of an individual psychological examination.

Emotionally disturbed.--This category refers to those children who suffer from inner tensions, anxiety, neuroticism, aggressiveness, withdrawing tendencies or other persistent behavior problems as diagnosed by a psychologist or psychiatrist.

Socially maladjusted.--This category refers to children causing serious trouble at home or at school; incorrigibles, truants, predelinquents, or delinquents.

Gifted.--A child who attained an intelligence quotient of 125 or above on an individual intelligence test.

Slow learner.--A child who is experiencing difficulty in academic achievement due to limited intellectual potential but who is not considered mentally retarded. The IQ range is 80 to 90 on the basis of an individual psychological examination.

Aphasia and other communicative problems.--Children who have not learned to use or comprehend language, although language development could be expected on the basis of their intelligence, hearing level, and contact with the physical and social environment. It is a language disorder, not a speech problem. Most children may have difficulty in understanding what others say and difficulty in self-expression, or both.

Culturally and educationally disadvantaged.--A child who has developed in or lives in an environment that does not provide the necessary conditions for his wholesome psychological and physical development. Underprivileged children who come from disadvantaged homes and communities.

Severe learning problems.--Children diagnosed as having severe learning problems due to perceptual, neurological, or some unknown disorder, but who are not mentally retarded.

Physical therapy.--Physical therapy for crippled and orthopedically handicapped children is concerned with the development and maintenance or bodily posture and mobility. It involves exercises, treatments, and activities for muscle re-education and training in gait, ambulation, and balance. Children treated may be those with cerebral palsy, congenital defects, disease, and severe traumatic injuries.

Occupational therapy.--Occupational therapy for crippled and orthopedically handicapped children concentrates on the development of self-help skills of dressing, grooming, and feeding that will increase the child's independence and abilities that are necessary for school work such as writing, drawing, and typing. The major aim of the occupational therapist is to involve the child with the activities of interest which will develop appropriate motions and improve muscular coordination.

School psychological services.--Services of the school in which clinical or school psychologists are employed to conduct individual psychological evaluations and to provide counseling and consultation with school personnel, children, and parents; as well as other psychological services.

Speech correction.--This provides for amelioration of speech impairments by speech therapists; i.e., voice problems, stuttering, articulatory problems, and infantile speech.

School social work.--The services that the school extends to its pupils in an attempt to make them more receptive to learning; direct aid to pupils in the form of food, clothing, medical care, dental services, and other services ministering to their physical needs.

Special transportation of handicapped.--Providing bus transportation for exceptional children where regular school transportation is not available, or providing for children who are too physically or mentally handicapped to go to school by regular means as established by school policy for normal school children.

Hospital teaching.--An education service (provided by a teacher) for pupils confined to a hospital who are sufficiently well to profit from instruction.

Home bound teaching.--A teacher who carries instruction to the child. An instructional service for pupils confined at home who are too ill to attend school.

School to home telephone services.--Two-way communication linking a homebound child with his classroom by special telephone equipment. A supplemental instructional service for pupils too ill to attend school and confined at home.

Summer camping programs for handicapped.--Day or over night camping programs provided during the summer months for the mentally retarded, physically handicapped, or other handicapped children.

Leisure time programs.--Refers to activities such as arts and crafts, hobbies, swimming, games, movies, and other similar activities for the mentally retarded, orthopedically handicapped, and other children with severe handicaps provided after regular school hours (nights and/or week ends).

School health services.--A part of the school program set up for the purpose of caring for the health needs of pupils; supervised by a nurse who gives part or full time to health work in the school system.

Audiometric services.--(Hearing tests) A systematic, periodic hearing testing program in the schools which involves screening and individual hearing tests.

Remedial reading.--A method of assisting pupils weak in reading by organizing them into special groups for remedial instruction.

Workshops for the handicapped.--A not for profit work facility conducted to provide remunerative employment training or rehabilitating activity for various physically, emotionally, and mentally handicapped adults, sixteen years and older.

Segregated school.--Special classes or school not on the same site as regular school.

Special class.--Section of regular school reserved for special education, or special education school on the same site as the regular school but without plans to specifically integrate children with "regular" classroom activities. Partial integration is recognized by attendance at school assemblies, events, lunch rooms, etc., where feasible.

Cooperative plan.--Special education class or classes in which pupil may spend some portion of the day in the "regular" classroom.

Resource room.--The pupil is registered in "regular" classroom, does all his work with the "regular group" and only goes to the Resource Room and the special education teacher for materials and special training.

Itinerant teacher.--The pupil is registered in regular classroom, does all his work with regular classroom teachers and receives periodic specialized training, help, and materials from a traveling special education teacher.

Regular class.--Pupil enrolls and remains in regular class for all of his work without assistance from a special class or itinerant teacher.

Additional definition used in this study follows:

Navajo Reservation.--The Navajo country constitutes the largest Indian Reservation in the United States, encompassing about 24,000 square miles of rugged, semi-arid territory in the states of Arizona, New Mexico, and Utah. The area is thus about the size of the state of West Virginia (24,181 square miles), and although the number of inhabitants is far below the population of even the smallest state, the Navajo represent the largest Indian tribe in the nation.[1]

Delimitations of the Study

1. The data was collected by means of a questionnaire and was correct insofar as the answers were correctly recorded and interpreted.

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[1] Robert W. Young, The Navajo Yearbook, 1951-61, (Navajo Agency, Window Rock, Arizona, 1961), p. v.

2. This study was confined to the Navajo Reservation covering Utah, New Mexico and Arizona under the Department of Interior, Bureau of Indian Affairs, Department of Education. The information obtained from this study was concerned only with the special education aspect of Navajo education.
3. This study was concerned with the needs of all exceptionalities of Indian Navajo children on the Navajo reservation who are currently enrolled or eligible to be served in schools administered by the Bureau of Indian Affairs.

CHAPTER II

BACKGROUND OF THE STUDY

Review of Related Literature

In a review of literature on administrators of special education programs there are various good studies. But in a study involvin Navajo Indians there is a need for background on the Navajo tribe and on special education together.

Education and Statistics on the Navajo Reservation

The Navajo Reservation is considered by the U. S. Government as an economically depressed area. The population is large (109,378), young (the median age is 16.8) and rapidly growing (birth rate increases 2¼ per cent annually and is higher than that of the national average).[1] Per capita income is estimated to be between $400.00 and $600.00 per year.[2]

There are approximately 51,000 Navajo children enrolled in elementary schools of various types. Of this total approximately 44 per cent are attending integrated public schools and 5 per cent are enrolled in various types of mission schools. The remaining youngsters, 51 per cent are enrolled in schools operated by the Bureau of Indian Affairs under the Department of Interior.

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[1] Vital Statistics Office, Navajo Area Office, Bureau of Indian Affairs, Window Rock, Arizona, 1969.

[2] Branch of Employment Assistance, Window Rock, Arizona, 1969.

The Navajo economy is traditionally based on sheep herding. In the last ten years it has been boosted by income from oil, gas, and mineral leases. The funds thus derived are being invested by the seventy-four member tribal council to improve economic development of the reservation. The administration of this and all Navajo programs is centered in Window Rock, Arizona. Window Rock is the site of the tribal headquarters and of the Navajo agency of the Bureau of Indian Affairs.[1]

Responsibility of Special Education

Goldstein has pointed out the need for investigation of the characteristics of the education and training programs of special education. He states:

> . . . research on specific programs or curricula is exceedingly sparse . . . What actually occurs is that the researcher raises the question about the relative merits of one kind of total program as compared with another total program, without going into any detail about the nature of the training program . . . that a program of training cannot be divorced from the people and conditions that make it a force in the education of students. Under current ill-defined conditions, program development remains an art and not a science.[2]

Wisland's rank order list of major administration problems of special education for thirteen western states places the development of programs and administrators attitudes and training as one of the main problems in special education.[1]

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[1] Ibid.

[2] Herbert Goldstein, "Methodological Problems in Research in Exceptional Programs for the Treatment and Habilitation of the Mentally Retarded," American Journal of Mental Deficiency, LXIV (September, 1959), p. 342.

Other major problems, which have been pointed up in Wisland's[2] study and in the report by Kirk and Sava[3] concerned problems of adequate physical facilities, comprehensive diagnostic procedures, administration and supervision, and special services.

Graham and Engle in an article concerning a study of special services for exceptional children, reveals that the effectiveness of a special education program depends not only on a qualified teaching staff but also on adequate physical facilities which meet the needs of the handicapped child.[4]

In 1960 Hodgson conducted a national survey of attitudes about major problems in the field of special education. His subjects were directors and coordinators of college special education programs, personnel from the state departments of education, and professors of school administration.[1] The findings of the Hodgson study which are pertinent to this research are: (1) special education requirements for administrators who are responsible for special education programs in the public schools; and (2) the recommendation that the type of handicap should decide whether placement is in public schools or in separate schools or institutions.[2]

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[1] M. V. Wisland, "Major Problems of Direction and Supervision of Special Education in Thirteen Western States" (Unpublished Ed. D. dissertation, Colorado State College, 1962), pp. 55-70.

[2] Ibid., pp. 71-75.

[3] Samuel A. Kirk and Samuel H. Sava, The Organization and Implementation of Programs for Handicapped Children and Youth--1964 (Washington, D. C.: U. S. Department of Health, Education and Welfare, 1958), pp. 1-11.

[4] Ray Graham and Anna M. Engle, "Administering Special Services for Exceptional Children," Forty-Ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1949), p. 30.

Hodgson's study indicated that over 50 per cent of the subjects questioned felt that administrators who may be involved with special education programs should have from four to six hours of college credit in the field of special education.[3]

Proper identification and placement of children for optimum learning is of vital importance. In a school situation the administrator and the teacher of special education programs are the persons who should help identify and coordinate special services for these children. Only through the comprehensive team approach can diagnostic procedures hope to lead to correct placement. The importance of early and adequate identification of children for special education classes has been pointed up by Warren. He found many indicators which led him to conclude that early placement of the handicapped children was superior to placement at a later date.[4]

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[1] Frank M. Hodgson, "Special Education Facts and Attitudes," Exceptional Children, XXXI (January, 1964), pp. 196-201.

[2] *Ibid.*

[3] *Ibid.*

[4] Kenneth Warren, "An Investigation of the Effectiveness of Educational Placement of Mentally Retarded Children in a Special Class" (unpublished Ph.D. dissertation, University of Tennessee,1962),pp.30-35

The Berry study advocated that a sound and thorough diagnostic procedure was needed to discover the child's abilities, disabilities and level of operation. This procedure should include a team of specialists such as a psychologist, medical personnel, social worker, educational personnel, and other relevant persons.[1]

Wallin describes the correct diagnostic procedure as a "workable pattern". This plan included: (1) psychometric test of intelligence; (2) psychomotor capacity tests; (3) personality inventory; (4) complete physical examination which will include x-ray and electroencephalogram; (5) complete school history; (6) personal history; (7) family history; and (8) appraisal of the environmental background.[2]

The federal government's interest and financial support encouraging states to offer diagnosis, treatment, education and training for the handicapped has brought special education into the public view. As a result of this federal support and of the public interest in the various exceptionalities, most states have established standards for the operation of their special education programs.[3]

Recent federal legislation (Elementary and Secondary School Act, Economic Opportunity Act, legislation for mental retardation, a separate bureau for the Handicapped in H. E. W.) has given impetus to special education programs development. It is important to determine the responsibility of the schools for special education.

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[1] H. W. Berry, "A Guide for the Development of a Program of Educable Mentally Retarded Children in South Carolina" (Unpublished Ph. D. dissertation, Pennsylvania State University, 1962), p. 35.

[2] J. E. Wallace Wallin, Education of Mentally Handicapped Children (New York: Harper and Brothers, 1955), p. 223.

[3] Eugene H. Guthrie, Mental Retardation Guideline for State Interagency Planning (Washington, D. C.: U. S. Department of Health Education and Welfare, 1964), pp. 1-23.

Possible findings of any areas of divergent or conflicting feelings about the responsibility for special education will emphasize possible barriers to future growth of programs on the Navajo reservation boarding schools. It is necessary to understand the difficulties and remove them so that special education programs implementation can progress.

One pilot project by Bureau of Indian Affairs, involving identification of Navajo children, was done using an interdisciplinary approach in the identification of mentally retarded Indian children. The purpose of the pilot study was to develop a method of identifying mentally retarded Indian children. The interdisciplinary approach used pediatric departments, neurologist, audiologist, social worker, psychologist, psychiatrist, medical social worker, nurse, school administrators, and teachers. Questions left unanswered were those related to curriculum, administration, and establishment of special education programs.[1]

There is no direct research demonstrating how special programs change in relationship to leadership ability on the part of the superintendent or administrator of special education. One of the most important factors in successful educational programs for handicapped children concerns the goals adopted by the administration. The success of programs depends on the setting of realistic and obtainable goals. These goals cannot be achieved without attention being given to teachers, buildings, and materials. Equally important is the impact of the administrations' policies and operational philosophy of special education programs.

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[1] United States Department of the Interior, Bureau of Indian Affairs Division of Education. An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children, (Pilot Study, June, 1965).

CHAPTER III

PROCEDURES

This study involved the gathering and interpretation of data from administrators on the Navajo Reservation.

Population of the Study

The population for the study was the administrators of the fifty-seven BIA administered elementary schools on the Navajo reservation and the two agency administrators for each of the five agencies. Thus, sixty-seven administrators were asked to reply to this questionnaire. The entire Navajo reservation is divided into six major agencies for administrative purposes. The states in which Bureau of Indian Affairs schools are located are New Mexico, Arizona, and Nevada. The Navajo reservation encompasses about 24,000 square miles of rugged, semi-arid territory in these states.

Instrument to be Used

In 1966-67 L. E. Courtnage developed a questionnaire to be used as a measuring instrument for investigating the attitudes of the administrators' responsibility in special education. A modified version of the questionnaire was used to investigate Bureau of Indian Affairs Navajo school administrators' attitudes and opinions about their responsibility in regard to special education.

In constructing the instrument Courtnage gave special attention to: (1) the range of content sampled by the items, (2) the development and quality of the items, and (3) the consistency of the instrument.

The instrument was developed in accordance with the criteria suggested by Hillway[1] and Parten.[2] In addition, the questionnaire was constructed and designed so that responses could be interpreted objectively and programmed for IBM processing. It contained six major parts with a total of 133 items.

The questionnaire, with minimum rewording, applies directly to this study. The six major parts are:

I. Responsibility of the BIA school.

II. Responsibility of special education.

III. Pupil placement plan.

IV. Per pupil teacher norm.

V. Internal administrative responsibility (multiple choice).

VI. Internal administrative responsibility (attitude scale).

The questionnaire and a glossary containing definitions of terms with a cover letter was mailed to all principals, school superintendents, and agency superintendents working for the Bureau of Indian Affairs reservation schools. Respondents were assured of confidentiality, and the questionnaires were coded for follow-up procedures.

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[1] Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Company, 1956), p. 190.

[2] Mildred Parten, Surveys, Polls, and Samples (New York: Harper and Brothers, 1950), pp. 397-400.

Follow-Up Procedures

Reasonable time was allowed for the completion and return of the original questionnaires. An administrator failing to return a questionnaire within this time period was sent a follow-up letter and a second questionnaire. Also, the BIA Navajo special education director and Navajo Education area director realized the importance of the study to Navajo special education programs and gave assistance.

Analysis of Data

Data collected in this study was analyzed by obtaining a frequency count and a tabulation of percentages.

The questionnaire is divided into six major parts, and on the basis of the procedures to be used, a comparison of the responses was made.

For Part One of the questionnaire frequency and per cent was determined on: the responsibility of the Bureau of Indian Affairs Navajo schools in the education of exceptional children.

In Part Two of the questionnaire: the responsibility of the department of special education; a frequency count and a tabulation of per cent was analyzed.

Part Three of the questionnaire was developed to obtain a frequency count and per cent on: pupil organizational plans for elementary and secondary Navajo handicapped school children.

A multiple choice section of the questionnaire was Part Four: maximum suggested pupils-per-teacher norm for elementary Navajo Indian special education programs had the mean determined.

Part Five and Part Six were designed to find the internal administrative responsibility by multiple choice, and the attitude scale on the internal administrative responsibility was analyzed by obtaining a frequency count and a tabulation of percentages.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter will discuss the general findings of the study for all Bureau of Indian Affairs Navajo administrators.

The data are reported by frequency count and percentage of responses to each item of the questionnaire in tables and the analysis of the tables. Thus analysis of tables, and description for Parts 1, 2, 3, 5 and 6 of the questionnaire, will indicate the frequency and percentage of respondents actually indicating a response to each item.

In analysing the data from the questionnaire it must be understood that the BIA, as a government agency, is charged with the responsibility of all the needs of the Navajo tribe and therefore is responsible for all programs.

An analysis of the data indicates that 100 per cent of the Bureau of Indian Affairs Navajo school administrators responded to the questionnaire.

Part I--Responsibilities of the Bureau of Indian Affairs Navajo Schools

Data indicating areas of major educational responsibility for Bureau of Indian Affairs, institutions, and community agencies. Thirty-six items were listed in Part I of the questionnaire with the request that the respondent indicate by a check mark one of the three categories which one he felt to have the major responsibility for each item. Tables 1 and 2 list the frequency and percentage of responses for the administrators of the BIA Navajo schools to each item of Part I.

TABLE 1

FREQUENCY OF RESPONSES OF THE BIA NAVAJO SCHOOL ADMINISTRATORS TO EACH ITEM ON PART I

Number of Item	Area is the Responsibility of:			
	No Response	BIA School	Institutions	Community Agencies
1	1	9	48	9
2	1	33	18	15
3	2	7	51	7
4	1	31	17	18
5	2	28	22	15
6	5	26	13	23
7	1	47	13	6
8	1	28	25	13
9	0	7	52	8
10	1	36	19	11
11	2	46	7	12
12	0	56	6	5
13	1	56	3	7
14	0	36	21	10
15	0	62	2	3

TABLE 1--Continued

Number of Item	Area is the Responsibility of:			
	No Response	BIA School	Institutions	Community Agencies
16	0	40	13	14
17	0	12	31	24
18	0	10	34	23
19	0	18	22	27
20	1	19	18	29
21	1	16	19	31
22	1	17	19	30
23	3	51	4	9
24	0	53	6	8
25	0	52	2	13
26	0	34	4	29
27	1	22	18	26
28	2	32	4	29
29	12	22	5	28
30	1	24	9	33
31	2	50	3	12
32	5	36	3	23
33	4	32	9	22
34	0	63	1	3
35	0	37	13	17

TABLE 1--Continued

Number of Item	Area is the Responsibility of:			
	No Response	BIA School	Institutions	Community Agencies
36	1	19	9	38

An analysis of Table 1 indicates that 100 per cent of the Bureau of Indian Affairs Navajo schools administrators responded to the questionnaire.

TABLE 2

PERCENTAGE OF RESPONSES OF THE BIA NAVAJO SCHOOL ADMINISTRATORS TO EACH ITEM ON PART 1

Number of Item	Area is the Responsibility of:			
	No Response	BIA School	Institutions	Community Agencies
1	1.5	13.4	71.6	13.4
2	1.5	49.3	26.9	22.4
3	3.0	10.4	76.1	10.4
4	1.5	46.3	25.4	26.9
5	3.0	41.8	32.8	22.4
6	7.5	38.8	19.4	34.3
7	1.5	70.1	19.4	9.0
8	1.5	41.8	37.3	19.4

TABLE 2--Continued

Number of Item	Area is the Responsibility of:			
	No Response	BIA School	Institutions	Community Agencies
9	0.0	10.4	77.6	11.9
10	1.5	53.7	28.4	16.4
11	3.0	68.7	10.4	17.9
12	0.0	83.6	9.0	7.5
13	1.5	83.6	4.5	10.4
14	0.0	53.7	31.3	14.9
15	0.0	92.5	3.0	4.5
16	0.0	59.7	19.4	20.9
17	0.0	17.9	46.3	35.8
18	0.0	14.9	50.7	34.3
19	0.0	26.9	32.8	40.3
20	1.5	28.4	26.9	43.3
21	1.5	23.9	28.4	46.3
22	1.5	25.4	28.4	44.8
23	4.5	76.1	6.0	13.4
24	0.0	79.1	9.0	11.9
25	0.0	77.6	3.0	19.4
26	0.0	50.6	6.0	43.3
27	1.5	32.8	26.9	38.8
28	3.0	47.8	6.0	43.3

TABLE 2--Continued

Number of Item	Area is the Responsibility of:			
	No Response	BIA School	Institutions	Community Agencies
29	17.9	32.8	7.5	41.8
30	1.5	35.8	13.5	49.3
31	3.0	74.6	4.5	17.9
32	7.5	53.7	4.5	34.3
33	6.0	47.8	13.4	32.8
34	0.0	94.0	1.5	4.5
35	0.0	55.2	19.4	25.4
36	1.5	28.4	13.4	56.7

An analysis of Table 2 indicates that 75 per cent of the BIA Navajo school administrators stated that the following categories are the major responsibility of the BIA Navajo schools:

1. Hard of Hearing
2. Partially Sighted
3. Crippled and Orthopedically Handicapped
4. Special Health Problems
5. Educable Mentally Retarded (IQ 55-79)
6. Trainable Mentally Retarded (IQ 30-55)
7. Emotionally Disturbed (non-psychotic)
8. Socially Maladjusted

9. Gifted
10. Slow Learner
11. Aphasia and Other Communicative Problems
12. Culturally and Educationally Disadvantaged
13. Severe Learning Problems
14. School Psychological Services
15. Speech Correction
16. School Social Work
17. Special Transportation
18. Homebound Teaching
19. Leisure Time Programs (night and week end activities)
20. School Health Services
21. Audiometric Services (hearing tests)
22. Remedial Reading
23. Workshops for Educable Mentally Retarded (age 16-21)

Table 2 shows that BIA Navajo school administrators indicated that the areas listed below are not the responsibilities of the BIA schools:

1. Deaf
2. Blind
3. Sub-trainable Mentally Retarded (IQ 0-30)
4. Preschool Programs for Deaf
5. Preschool Programs for Blind
6. Preschool Programs for Mentally Retarded
7. Preschool Programs for Crippled and Orthopedic

8. Physical Therapy (for crippled and orthopedic)
9. Occupational Therapy (for crippled and orthopedic)
10. Hospital Teaching
11. School to Home Telephone Service
12. Summer Camping Programs for Handicapped
13. Workshops for Adult Handicapped (age 21 and over)

Table 2 indicates BIA Navajo school administrators feel that institutions should be responsible for the specific categories of the deaf, blind, sub-trainable, mentally retarded and pre-school programs for blind.

Analysis of Table 2 shows that workshops for Adult Handicapped (age 21 and over) were indicated by BIA Navajo school administrators as being the responsibility of community agencies.

Part II--Major Administrative Responsibilities of the Navajo BIA Schools

Findings in this section present an analysis of data indicating areas of major administrative responsibilities. Thirty-six items were listed in the questionnaire with directions requesting the respondent to indicate whether the department of special education or another department in the Navajo Bureau of Indian Affairs school system should be directly responsible for the administration of each category. All categories felt not the responsibility of the Bureau of Indian Affairs Navajo school respondents were asked to indicate.

Tables 3 and 4 indicate frequencies and percentages for each of the three areas: (1) department of special education, (2) another department, and (3) not the responsibility of the Bureau of Indian Affairs schools.

TABLE 3

FREQUENCY OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH ITEM ON PART II

Number of Item	Area is the Major Responsibility of:			
	No Response	Dept. of Special Education	Another Dept.	NOT Responsibility of BIA
1	0	27	0	40
2	0	56	1	10
3	0	25	0	42
4	2	49	6	10
5	1	43	5	18
6	4	36	12	15
7	0	58	5	4
8	0	44	3	20
9	1	21	2	43
10	0	40	17	10
11	5	35	21	6
12	0	41	23	3
13	0	46	18	3
14	0	41	11	15
15	2	36	27	2

TABLE 3--Continued

Number of Item	Area is the Major Responsibility of:			
	No Response	Dept. of Special Education	Another Dept.	NOT Responsibility of BIA
16	0	51	7	9
17	0	22	1	44
18	0	20	2	45
19	0	27	2	38
20	0	25	7	35
21	4	23	11	29
22	3	24	14	26
23	2	37	24	4
24	0	54	9	4
25	2	31	31	3
26	0	33	16	18
27	1	19	19	28
28	3	27	16	21
29	9	18	16	24
30	3	27	18	19
31	3	26	34	4
32	4	19	26	18
33	2	32	16	17
34	0	38	28	1

TABLE 3--Continued

Number of Item	Area is the Major Responsibility of:			
	No Response	Dept. of Special Education	Another Dept.	NOT Responsibility of BIA
35	0	44	7	16
36	0	24	8	35

TABLE 4

PERCENTAGE OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH ITEM ON PART II

Number of Item	Area is the Major Responsibility of:			
	No Response	Dept. of Special Education	Another Dept.	NOT Responsibility of BIA
1	0.0	40.3	0.0	59.7
2	0.0	83.6	1.5	14.9
3	0.0	37.3	0.0	62.7
4	3.0	73.1	9.0	14.9
5	1.5	64.2	7.5	26.9
6	6.0	53.7	17.9	22.4
7	0.0	86.6	7.5	6.0
8	0.0	65.7	4.5	29.9
9	1.5	31.3	3.0	64.2

TABLE 4--Continued

Number of Item	Area is the Major Responsibility of:			
	No Response	Dept. of Special Education	Another Dept.	NOT Responsibility of BIA
10	0.0	59.7	25.4	14.9
11	7.5	52.2	31.3	9.0
12	0.0	61.2	34.3	4.5
13	0.0	68.7	26.9	4.5
14	0.0	61.2	16.4	22.4
15	3.0	53.7	40.3	3.0
16	0.0	76.1	10.4	13.4
17	0.0	32.8	1.5	65.7
18	0.0	29.9	3.0	67.2
19	0.0	40.3	3.0	56.7
20	0.0	37.3	10.4	52.2
21	6.0	34.3	16.4	43.3
22	4.5	35.8	20.9	38.8
23	3.0	55.2	35.8	6.0
24	0.0	80.6	13.4	6.0
25	3.0	46.3	46.3	4.5
26	0.0	49.3	23.9	26.9
27	1.5	28.4	28.4	41.8
28	4.5	40.3	23.9	31.3

TABLE 4--Continued

Number of Item	Area is the Major Responsibility of:			
	No Response	Dept. of Special Education	Another Dept.	NOT Responsibility of BIA
29	13.4	26.9	23.9	35.8
30	4.5	40.3	26.9	28.4
31	4.5	38.8	50.7	6.0
32	6.0	28.4	38.8	26.9
33	3.0	47.8	23.9	25.4
34	0.0	56.7	41.8	1.5
35	0.0	65.7	10.4	23.9
36	0.0	35.8	11.9	52.2

Analysis of the data from Tables 3 and 4 shows that the following categories are the major responsibility of the department of special education:

1. Hard of Hearing
2. Partially Sighted
3. Crippled and Orthopedically Handicapped
4. Special Health Problems
5. Educable Mentally Retarded (IQ 55-79)
6. Trainable Mentally Retarded (IQ 30-55)
7. Emotionally Disturbed (non-psychotic)

8. Socially Maladjusted
9. Gifted
10. Slow Learner
11. Aphasia and Other Communicative Problems
12. Culturally and Educationally Disadvantaged
13. Severe Learning Problems
14. School Psychological Services
15. Speech Correction
16. Special Transportation of Handicapped
17. Homebound Teaching
18. Summer Camping Programs for Handicapped
19. Audiometric Services (hearing tests)
20. Remedial Reading
21. Workshops for Educable Mentally Retarded (age 16-21)

Table 4 also indicates the following categories as not the responsibility of the Bureau of Indian Affairs Navajo school special education department:

1. Deaf
2. Blind
3. Sub-trainable Mentally Retarded
4. Preschool Programs for Deaf
5. Preschool Programs for Blind
6. Preschool Programs for Mentally Retarded
7. Preschool Programs for Crippled and Orthopedic
8. Physical Therapy (for crippled and orthopedic)

9. Occupational Therapy (for crippled and orthopedic)
10. Hospital Teaching
11. School to Home Telephone Services
12. Workshops for Adult Handicapped (age 21 and over)

According to data from Tables 3 and 4, the administrators placed the following categories within the responsibility of another department in the Bureau of Indian Affairs Navajo school system:

1. Leisure Time Programs (night or weekend activities)
2. School Health Services

Administrators in Table 4 were evenly divided on the responsibility of school social work being the major responsibility of the department of special education or another department in the Bureau of Indian Affairs Navajo school system.

Part III--Pupil Placement Plans

Reported in this section is an analysis of data of six possible pupil placement plans for elementary and secondary handicapped pupils. The six pupil placement plans are: segregated school; special class; cooperative plan; resource room; itinerant teacher; and regular class. The respondents were requested to indicate their first choice of the category which would meet the educational needs of the majority of handicapped pupils.

Tables 5 and 6 report frequencies and percentages on Bureau of Indian Affairs Navajo school administrators responses for each of the six pupil placement plans.

TABLE 5

FREQUENCY OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH PUPIL PLACEMENT PLAN ON PART III

Pupil Placement Plan	No Response	Segregated School	Special Class	Cooperative Plan	Resource Room	Itinerant Teacher	Regular Classroom
Deaf	1	42	22	2	0	0	0
Hard of Hearing	1	5	32	15	10	2	2
Blind	1	48	16	2	0	0	0
Partially Seeing	1	6	30	16	10	1	3
Emotionally Disturbed	3	8	24	22	4	3	3
Crippled	2	8	19	10	7	3	18
Special Health Problems	2	7	15	20	9	2	12
Educable Mentally Retarded	2	6	43	11	3	1	1
Trainable Mentally Retarded	2	27	35	1	0	2	0

TABLE 6

PERCENTAGE OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH PUPIL PLACEMENT PLAN ON PART III

Pupil Placement Plan	No Response	Segregated School	Special Class	Cooperative Plan	Resource Room	Itinerant Teacher	Regular Classroom
Deaf	1.5	62.7	32.8	3.0	0.0	0.0	0.0
Hard of Hearing	1.5	7.5	47.8	22.4	14.9	3.0	3.0
Blind	1.5	71.6	23.9	3.0	0.0	0.0	0.0
Partially Seeing	1.5	9.0	44.8	23.9	14.9	1.5	4.5
Emotionally Disturbed	4.5	11.9	35.8	32.8	6.0	4.5	4.5
Crippled	3.0	11.9	28.4	14.9	10.4	4.5	26.9
Special Health Problems	3.0	10.4	22.4	29.9	13.4	3.0	17.9
Educable Mentally Retarded	3.0	9.0	64.2	16.4	4.5	1.5	1.5
Trainable Mentally Retarded	3.0	40.3	52.2	1.5	0.0	3.0	0.0

Elementary

Deaf.--Table 6 indicates that the majority of Bureau of Indian Affairs Navajo school administrators favored either a segregated school or special classes for educating the deaf child in elementary school. Sixty-two per cent of the BIA administrators preferred a segregated school, and 32 per cent the special class plan. At present deaf Navajo pupils are sent to a state institution school for the deaf. This may possibly indicate satisfaction with this type of educational plan.

Hard of Hearing.--An analysis of Table 6 indicates that the majority of BIA Navajo school administrators gave 47 per cent response to placement in special class. Twenty-two per cent of the administrators recommended the co-operative plan, and 14 per cent indicated the need for use of the resource room.

Blind.--Table 6 shows that 70 per cent of BIA Navajo school administrators support the segregated school or special class plan as the best educational plan for the blind Navajo child.

Partially seeing.--An analysis of Table 6 indicates that the BIA Navajo school administrators prefer some type of special class arrangement for the partially seeing child. Forty-four per cent preferred the special class plan, while 23 per cent indicated the co-operative plan.

Emotionally disturbed (non-psychotic).--Thirty-five per cent of the BIA Navajo school administrators preferred the special class plan for the emotionally disturbed Navajo child, and 32 per cent of the administrators indicated the cooperative plans as more suitable for the education of the emotionally disturbed.

Crippled/orthopedic (I.Q. 80 and above).--Table 6 indicated that 28 per cent of BIA Navajo school administrators selected the special class as the best plan for crippled/orthopedic Navajo children placement. Twenty-six per cent of the administrators responded to pupil placement plans for the education of the crippled or orthopedically handicapped Navajo child with placement in a regular class. Ten per cent indicated the resource room plan and 4 per cent suggested the itinerant teacher plan as the best pupil placement. Since itinerant teacher plans and resource room plans would leave the child in a regular special room a high percentage of administrators indicated crippled or orthopedically handicapped Navajo children are best educated in a regular class or special class.

Special Health Problems.--An analysis of Table 6 indicated 29 per cent of the BIA Navajo school administrators preferred the cooperative plan. With 22 per cent for special class pupil placement plan and 17 per cent of the administrators approved the regular class pupil placement plan.

Educable Mentally Retarded (I.Q. 55-79).--Table 6 gave the highest frequency, 64 per cent, to the special class plan for educating educable mentally retarded children. Sixteen per cent of the BIA Navajo school administrators preferred the cooperative plan.

Trainable Mentally Retarded (I.Q. 30-55).--An analysis of Table 6 indicated 52 per cent of the administrators preferred the special class pupil placement plan, followed by the segregated school plan.

Tables 7 and 8 report frequencies and percentages for Bureau of Indian Affairs Navajo school administrators on the secondary level for the segregated school, special class, cooperative plan, resource room, itinerant teacher and regular class.

Secondary

Deaf.--Table 8 indicated Bureau of Indian Affairs Navajo school administrators responded with 55 per cent for the segregated school and 32 per cent for the special class pupil placement.

Hard of Hearing.--Analysis of the data in Table 8 indicated 41 per cent of the Navajo school administrators favored the special class for secondary school pupil placement. Twenty per cent of the administrators favored the cooperative plan, followed by 14 per cent for the resource room and 9 per cent for the segregated school plan.

Blind.-- Table 8 indicates that 64 per cent of the BIA Navajo school administrators endorse the segregated school for educating the secondary school Navajo blind pupil. Twenty-five per cent of the administrators favored the special class plan for the secondary school Navajo pupils who are blind.

Partially seeing.--Table 8 indicates that 40 per cent of the BIA Navajo school administrators preferred the special class plan followed by 22 per cent preferring the cooperative plan.

Emotionally disturbed (non-psychotic).--An analysis of Table 8 had 37 per cent of the respondents favor the cooperative plan for

TABLE 7

FREQUENCY OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH PUPIL PLACEMENT PLAN ON PART III

Pupil Placement Plan	No Response	Segregated School	Special Class	Co-op Plan	Resource Room	Itinerant Teacher	Regular Class
Deaf	3	37	22	4	1	0	0
Hard of Hearing	3	6	28	14	10	1	5
Blind	2	43	17	3	1	1	0
Partially Seeing	2	7	27	15	10	1	5
Emotionally Disturbed	4	9	19	25	5	2	3
Crippled	2	7	15	9	8	3	23
Special Health Problems	3	6	14	19	10	1	14
Educable Mentally Retarded	3	5	38	12	4	1	4
Trainable Mentally Retarded	2	24	32	6	1	2	0

TABLE 8

PERCENTAGE OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH PUPIL PLACEMENT PLAN ON PART III

Pupil Placement Plan	No Response	Segregated School	Special Class	Co-op Plan	Resource Room	Itinerant Teacher	Regular Class
Deaf	4.5	55.2	32.8	6.0	1.5	0.0	0.0
Hard of Hearing	4.5	9.0	41.8	20.9	14.9	1.5	7.5
Blind	3.0	64.2	25.4	4.5	1.5	1.5	0.0
Partially Seeing	3.0	10.4	40.3	23.4	14.9	1.5	7.5
Emotionally Disturbed	6.0	13.4	28.4	37.3	7.5	3.0	4.5
Crippled/Orthopedic	3.0	10.4	22.4	13.4	11.9	4.5	34.3
Special Health Problems	4.5	9.0	20.9	28.4	14.9	1.5	20.9
Educable Mentally Retarded	4.5	7.5	56.7	17.0	6.0	1.5	6.0
Trainable Mentally Retarded	3.0	35.8	47.8	9.0	1.5	3.0	0.0

secondary pupil placement and 28 per cent prefer the special class plan.

Crippled/Orthopedic (I.Q. 80 and above).--In Table 8 34 per cent of the BIA Navajo school administrators preferred that secondary crippled or orthopedically handicapped Navajo pupils be educated in a regular class, followed by 22 per cent in favor of a special class and 13 per cent preferring the cooperative plan for pupil placement.

Special Health Problems.--Analysis of Table 8 indicates that 28 per cent of the administrators favored the cooperative plan, followed by an even distribution of 20 per cent for the special class and the regular class pupil placement plan.

Educable Mentally Retarded (I.Q. 55-79).--Tabulations in Table 8 indicate 56 per cent of the respondents preferred the special class plan, followed by 17 per cent of the BIA Navajo school administrators recommending the cooperative plan.

Trainable Mentally Retarded (I.Q. 30-55).--Table 8 indicates that 47 per cent of the administrators favor trainable mentally retarded secondary pupils be educated in the special class plan. Thirty-five per cent of the BIA Navajo school administrators preferred the segregated school pupil placement plan.

Part IV--Suggested Pupils-Per-Teacher Ratios

This section of the questionnaire refers to four suggested pupils-per-teacher ratios listed for each handicapped group under the following elementary pupil organizational plans: (1) special classroom, (2) resource room or itinerant teacher, and (3) weekly itinerant schedule. The respondent was requested to indicate the maximum suggested pupils-per-teacher load recommended for each category. For this suggested pupils-per-teacher ratios means is determined in Table 9.

Special Classroom (elementary)

Deaf.--Five categories of suggested pupils-per-teacher norms (or class loads) for the deaf were listed in the questionnaire: 6, 8, 10, 12, and "other". Table 9 indicates the mean to be 7.212 with 66 respondents answering this question.

Hard of Hearing.--Five categories of suggested maximum pupils-per-teacher norms for a special classroom for the hard of hearing were listed in the questionnaire: 8, 10, 12, 15, and "other". Table 9 indicates the mean to be 10.906 with 64 respondents answering this question.

Blind.--Five categories of suggested maximum pupils-per-teacher norms for a classroom for the blind were listed in the questionnaire: 6, 8, 10, 12, and "other". Table 9 indicates the mean to be 6.677 with 62 respondents answering this question.

Partially Seeing.--Five categories of suggested maximum pupils-per-teacher norms for a special classroom for the partially seeing were listed in the questionnaire: 8, 10, 12, 14, and "other". Table 9 indicates the mean to be 10.738 with 65 respondents answering this question.

Crippled or Orthopedically Handicapped.--Five categories of

TABLE 9

THE MEAN OF THE RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH SUGGESTED MAXIMUM PER PUPIL TEACHER LOAD ON PART IV

Pupil Organizational Plan	Count	Mean
Special Classroom (elementary)		
Deaf	66	7.212
Hard of Hearing	64	10.906
Blind	62	6.677
Partially Seeing	65	10.738
Crippled or Orthopedically Handicapped	64	12.438
Educable Mentally Retarded (I.Q. 55-79)	63	13.968
Trainable Mentally Retarded (I.Q. 30-55)	63	9.111
Emotionally Disturbed (non-psychotic)	63	8.476
Resource Room or Itinerant Teacher (Elementary)		
Deaf	63	7.175
Hard of Hearing	60	9.767
Blind	60	8.500
Partially Seeing	61	11.574
Crippled or Orthopedically Handicapped	61	12.344
Emotionally Disturbed	63	9.413
Weekly Itinerant Schedule		
Speech Correction (Kdg-12)	64	56.641
Homebound Teacher (employed full time) (elementary)	65	8.585

suggested maximum pupils-per-teacher norms for a classroom for the crippled were listed in the questionnaire: 10, 12, 15, 18, and "other". Table 9 indicates the mean to be 12.438 with 64 respondents answering this question.

Educable Mentally Retarded (I.Q. 55-79).--Five categories of suggested maximum pupils-per-teacher norms for a classroom for the educable mentally retarded were listed in the questionnaire: 12, 15, 18, 20, and "other". Table 9 indicates the mean to be 13.968 with 63 respondents answering this question.

Trainable mentally retarded (I.Q. 30-55).--Five categories of suggested maximum pupils-per-teacher norms for a classroom for the trainable mentally retarded were listed in the questionnaire: 8, 10, 12, 16, and "other". Table 9 indicates the mean to be 9.111 with 63 respondents answering this question.

Emotionally Disturbed (non-psychotic).--Five categories of suggested maximum pupils-per-teacher norms for a special classroom for the emotionally disturbed were listed in the questionnaire: 6, 8, 10, 12, and "other". Table 9 indicates the mean to be 8.476 with 63 respondents answering this question.

Resource Room or Itinerant Teacher (Elementary)

Deaf.--Five categories of suggested maximum pupils-per-teacher norms for the deaf were listed in the questionnaire: 6, 8, 10, 12, and "other". Table 9 indicates the mean to be 7.175 with 63 respondents answering this question.

Hard of Hearing.--Five categories of suggested maximum pupils-per-teacher norms for the hard of hearing were listed in the questionnaire: 8, 10, 12, 14, and "other". Table 9 indicates the mean to be 9.767 with 60 respondents answering this question.

Blind.--Five categories of suggested maximum pupils-per-teacher norms for the blind were listed in the questionnaire: 8, 10, 12, 14, and "other". Table 9 indicates the mean to be 8.500 with 60 respondents answering this question.

Partially Seeing.--Five categories of suggested maximum per teacher norms for the partially seeing were listed in the questionnaire: 10, 12, 14, 16, and "other". Table 9 indicates the mean to be 11.574 with 61 respondents answering this question.

Crippled or Orthopedically Handicapped.--Five categories of suggested maximum per teacher norms for the crippled or orthopedically handicapped were listed in the questionnaire: 10, 12, 15, 18, and "other". Table 9 indicates the mean to be 12.344 with 61 respondents answering this question.

Emotionally disturbed.--Five categories of suggested maximum per teacher norms for the emotionally disturbed were listed in the questionnaire: 8, 10, 12, 15, and "other". Table 9 indicates the mean to be 9.413 with 63 respondents answering this question.

Weekly Itinerant Schedule

Speech Correction (Kdg-12).--Five categories for a suggested maximum weekly case load for speech therapists were listed in the questionnaire as follows: 50, 75, 100, 150, and "other". Table 9 indicates the mean to be 56.641 with 64 respondents answering this question.

Homebound Teacher (Employed full time) (Elementary).--Five categories of suggested maximum per teacher norms for a homebound teacher employed full time were listed in the questionnaire: 6, 8, 10, 12, and "other". Table 9 indicates the mean to be 8.585 with 65 respondents answering this question.

Part V--Administrative Responsibilities of Special Education (Multiple Choice)

Six items were listed with directions requesting the respondent to indicate one of the four or five multiple choices under each given question.

Table 10 indicates frequencies and percentages for each of the six items.

Item 1

Item 1 refers to the frequency mentally retarded pupils should be re-evaluated by a psychologist after initial placement in a special class.

Seventy-nine per cent of the administrators preferred the mentally retarded to be tested every year and 17 per cent preferred tests every two years.

Item 2

Item 2 refers to respondents indicating the minimum and maximum I.Q. limits in determining eligibility for placement in a special class for the educable mentally retarded.

Table 10 indicates 46 per cent of the school administrators preferred to eliminate I.Q. limits altogether followed by 17 per cent preferring an I.Q. range of 60 to 80 and 14 per cent, an I.Q. range of 50 to 80.

Item 3

Item 3 refers to the minimum time limits for a homebound pupil to be eligible for homebound instruction.

Table 10 indicates 38 per cent of the BIA Navajo school

TABLE 10

FREQUENCY AND PERCENTAGE OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS ON THE SIX MULTIPLE CHOICE ITEMS OF PART V

	Item	No Response		Administrators	
		f	%	f	%
1)	1.0	1	1.5		
	1.1			53	79.1
	1.2			12	17.9
	1.3			0	0.0
	1.4			1	1.5
2)	2.0	0	0		
	2.1			10	14.9
	2.2			12	17.9
	2.3			7	10.4
	2.4			7	10.4
	2.5			31	46.3
3)	3.0	2	3.0		
	3.1			23	34.3
	3.2			12	17.9
	3.3			3	4.5
	3.4			1	1.5
	3.5			26	38.8
4)	4.0	1	1.5		
	4.1			4	6.0
	4.2			10	14.9
	4.3			42	62.7
	4.4			8	11.9
	4.5			2	3.0
5)	5.0	1	1.5		
	5.1			3	4.5
	5.2			6	9.0
	5.3			50	74.6
	5.4			5	7.5
	5.5			2	3.0

TABLE 10--Continued

Item		No Response		Administrators	
		f	%	f	%
6)	6.0	2	3.0		
	6.1			20	29.9
	6.2			38	56.7
	6.3			6	9.0
	6.4			1	1.5

administrators preferred no minimum time limits with 34 per cent agreeing on a two weeks time limit, followed by 17 per cent preferring a four week time limit and 4 per cent allowing six weeks.

Item 4

Item 4 refers to the administrator establishing a policy regarding regular weekly scheduled office time for speech therapists for reports, records, and other office work.

Table 10 indicates 62 per cent of the school administrators preferred the speech therapist to schedule office time as needed and approved by administration.

Fourteen per cent selected one full day per week and 11 per cent suggest no regularly scheduled office time during classroom hours for the speech therapist to do reports.

Item 5

Item 5 refers to the administrator establishing policy regarding regular weekly scheduled office time for psychologists for reports, records and other office work.

Table 10 indicates 74 per cent of the school administrators preferred the psychologist to schedule time as needed and approved by administration. One full day per week was suggested by 9 per cent of the school administrators, followed by 7 per cent would allow no regular scheduled office time during classroom hours.

Item 6

Item 6 refers to educable mentally retarded students (I.Q. 55-79) graduating from a high school program be issued a diploma, and if so, what type of diploma.

Table 10 indicates 56 per cent of the Bureau of Indian Affairs Navajo school administrators preferred that the students receive a modified diploma. Twenty-nine per cent of the school administrators suggested the same kind of diploma as graduating seniors from regular class receive, with 9 per cent preferring that educable mentally retarded receive a certificate of attendance.

Part VI--Administration of Special Education Programs
(Attitude Scale)

The items in this section investigated the attitudes of the Bureau of Indian Affairs Navajo school administrators on the administration of special education programs.

Part 6 of the questionnaire was analyzed by a tabulation of number and percentage of responses. Section 6 of the questionnaire was developed for responses of each item to be in four categories: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. For purposes of statistical analysis and discussion, the first two and the last two categories were combined since they did not demonstrate a change in opinion, but only a change in degree of opinion. In discussion of the data, "agree" includes the categories of "agree" and "strongly agree"; "disagree" includes "disagree" and "strongly disagree".

Tables 11 and 12 indicate frequencies and percentages for each of the nineteen items.

Item 1

The majority of orthopedically or crippled handicapped pupils should be educated in the regular class with appropriate equipment provided to meet their individual needs.

Table 12 indicates that 77 per cent of the Bureau of Indian Affairs Navajo school administrators agree that the majority of orthopedically or crippled handicapped pupils should be educated in the regular class.

Item 2

The schools have a responsibility to provide special education for the educable mentally retarded child (I.Q. 55-79) but have NO responsibility for providing programs for the trainable mentally retarded (I.Q. 30-55).

Table 12 indicates that 58 per cent of the Navajo school administrators disagreed with this statement with 40 per cent of the administrators indicating the Navajo BIA schools should not be responsible for programs for the trainable mentally retarded (I.Q. 30-55).

two and the last two categories were combined since they did not demonstrate a change in opinion, but only a change in degree of opinion. In discussion of the data, "agree" includes the categories of "agree" and "strongly agree"; "disagree" includes "disagree" and "strongly disagree".

Tables 11 and 12 indicate frequencies and percentages for each of the nineteen items.

Item 1--The majority of orthopedically or crippled handicapped pupils should be educated in the regular class with appropriate equipment provided to meet their individual needs.

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Item 2--The schools have a responsibility to provide special education for the educable mentally retarded child (I.Q. 55-79)but have NO responsibility for providing programs for the trainable mentally retarded (I.Q. 30-55).

Table 12 indicates that 58 per cent of the Navajo school administrators disagreed with this statement with 40 per cent of the administrators indicating the Navajo BIA schools should not be responsible for programs for the trainable mentally retarded (I.Q. 30-55).

Item 3--When facilities are not available within a given state for the education and care of a severely handicapped child (example: deaf-blind) the state should pay tuition and living expenses to another

TABLE 11

FREQUENCY OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH ITEM ON PART VI

Item	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree
1	0	5	10	36	16
2	1	19	20	24	3
3	1	0	8	27	31
4	0	1	10	40	16
5	0	0	3	48	16
6	0	4	17	37	9
7	1	1	5	42	18
8	0	1	12	44	10
9	0	0	6	43	18
10	0	7	40	23	1
11	0	7	36	23	1
12	0	7	35	24	1
13	1	9	26	29	2
14	3	2	9	46	7
15	1	0	2	40	24
16	1	28	36	1	1
17	1	26	34	4	2
18	1	1	3	49	13
19	1	2	6	44	14

TABLE 12

PERCENTAGES OF RESPONSES FOR BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOL ADMINISTRATORS TO EACH ITEM ON PART VI

Item	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree
1	0.0	7.5	14.9	53.7	23.9
2	1.5	28.4	29.9	35.8	4.5
3	1.5	0.0	11.9	40.3	46.3
4	0.0	1.5	14.9	59.7	23.9
5	0.0	0.0	4.5	71.6	23.9
6	0.0	6.0	25.4	55.2	13.4
7	1.5	1.5	7.5	62.7	26.9
8	0.0	1.5	17.9	65.7	14.9
9	0.0	0.0	9.0	64.2	26.9
10	0.0	10.4	59.7	28.4	1.5
11	0.0	10.4	53.7	34.3	1.5
12	0.0	10.4	52.2	35.8	1.5
13	1.5	13.4	38.8	43.3	3.0
14	4.5	3.0	13.4	68.7	10.4
15	1.5	0.0	3.0	59.7	35.8
16	1.5	41.8	53.7	1.5	1.5
17	1.5	38.8	50.7	6.0	3.0
18	1.5	1.5	4.5	73.1	19.4
19	1.5	3.0	9.0	65.7	20.9

Item 3

When facilities are not available within a given state for the education and care of a severely handicapped child (example: deaf-blind) the state should pay tuition and living expenses to another state or private institution which has appropriate facilities.

Analysis of Table 12 indicates that over 87 per cent of the administrators of Navajo BIA schools agree the state should pay tuition and living expenses of a severely handicapped child when facilities are not available within a given state for his education.

Item 4

It is the schools responsibility to educate the educable mentally retarded student up to a chronological age limit of twenty-one for those who have need or could benefit from such an extended program.

Table 12 indicates that 84 per cent of the administrators agree it is the schools responsibility to educate the educable mentally retarded up to a chronological age limit of twenty-one for those who have need or could benefit from such a program.

Item 5

Graduating seniors of educable mentally retarded special classes should participate in regular graduation proceedings as do seniors of the regular class.

Tabulations in Table 12 indicate 96 per cent of the Navajo BIA school administrators state graduating seniors of educable mentally retarded special classes should participate in regular graduation proceedings as do seniors of the regular class.

Item 6

The major responsibility for the education of the gifted child (I.Q. 125-130 and above) should be delegated to the department of special education.

Table 12 indicates 69 per cent of the Navajo BIA school administrators agree that the major responsibility for the education of the gifted child be delegated to the special education department.

Item 7

Pregnant girls in junior or senior high school should be eligible and given the opportunity for homebound instruction or other special instructional methods by the Bureau of Indian Affairs Navajo schools during the period of pregnancy.

Table 12 indicates 90 per cent of the BIA Navajo school administrators agree that pregnant girls in junior or senior high school should be eligible and given the opportunity for homebound instruction or other special instructional methods by the Bureau of Indian Affairs Navajo schools during the period of pregnancy.

Item 8

Classroom facilities for educable mentally retarded children should be in the same building with regular classroom pupils and not in segregated buildings.

Table 12 indicates of the BIA Navajo school administrators 81 per cent agreed that classroom facilities for educable mentally retarded children should be in the same building with regular classroom pupils and not in segregated buildings.

Item 9

High school educable mentally retarded students if maintaining minimum standards established for special classes should legally be eligible to engage and participate in high school varsity football, basketball, and other athletic sports.

Analysis of Table 12 indicates 91 per cent of the school administrators agree that educable mentally retarded high school students maintaining minimum standards established for special classes should legally be eligible to participate in high school varsity sports.

Item 10

School psychologist's salaries should be based on the same salary schedule as that of regular classroom teachers.

Tabulations of Table 12 indicate 70 per cent of the administrators disagreed that school psychologist's salaries should be based on the same salary schedule as that of regular classroom teachers.

Item 11

Speech therapist's salaries should be based on the same salary schedule as that of regular classroom teachers.

Table 12 indicates 64 per cent of the BIA school administrators disagreed that speech therapist's salaries should be based on the same salary schedule as that of regular classroom teachers.

Item 12

Special education classroom teacher salaries should be based on the same salary schedule as that of regular classroom teachers.

Analysis of Table 12 indicates 62 per cent opposed this question to 37 per cent of the administrators who were for special education classroom teacher salaries being based on the same salary schedule as that of regular classroom teachers.

Item 13

School psychologists should draw higher salaries than other special education personnel with equivalent experience and education.

Tabulation of Table 12 indicates 52 per cent opposed and 46 per cent of the BIA Navajo school administrators agreeing that school psychologists should draw higher salaries than other special education personnel with equivalent experience and education.

Item 14

Mandatory legislation (required by law) is favored over permissive legislation (permitted by law) in order to develop optimal programs for exceptional children.

Analysis of Table 12 indicates 79 per cent of the school administrators agree that mandatory legislation is favored over permissive legislation in order to develop optimal programs for exceptional children.

Item 15

BIA school vocational programs for high school educable mentally retarded (I.Q. 55-79) should offer specific job training programs for training students in a skill for specific jobs.

Tabulation of Table 12 indicates 96 per cent of the BIA Navajo school administrators agree that vocational programs for high school educable mentally retarded (I.Q. 55-79) should offer specific job training programs for training students in a skill for specific jobs.

Item 16

There is too much emphasis today being placed on the education of the handicapped child.

Table 12 indicates 96 per cent of the administrators disagree with the question that there is too much emphasis today being placed on the education of the handicapped child.

Item 17

There is too much emphasis being placed on the education of the mentally retarded in proportion to other handicapped children.

Analysis of Table 12 indicates 90 per cent of the school administrators disagree with the question that there is too much emphasis being placed on the education of the mentally retarded in proportion to other handicapped children.

Item 18

The lack of certified teachers in special education is a vital factor in limiting the expansion of programs for handicapped children.

Tabulation of Table 12 indicates 93 per cent of the BIA Navajo school administrators agree that the lack of certified teachers in special education is a vital factor in limiting the expansion of programs for handicapped children.

Item 19

The lack of classroom space for special education classes is a vital factor in limiting the expansion of programs for handicapped children.

Table 12 indicates 87 per cent of the BIA Navajo school administrators agree the lack of classroom space for special education classes is a vital factor in limiting the expansion of programs for handicapped children.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem for this study was to survey the Bureau of Indian Affairs Navajo Division School Administrators' attitudes and opinions concerning the schools responsibility in providing education for exceptional Navajo children.

Data were obtained from a questionnaire sent to all Navajo Bureau of Indian Affairs school administrators. Questionnairs were sent to 67 school administrators. A total of 67 replied, representing a return of 100 per cent.

Tabulation of frequencies and percentages were made to determine differences of opinions and attitudes between the BIA Navajo school administrators on each of the following six parts of the questionnaire: (1) responsibilities of the Bureau of Indian Affairs Navajo schools, (2) responsibilities of the department of special education, (3) pupil placement plans, (4) maximum pupils-per-teacher for elementary special education programs, (5) administrative responsibilities of special education (multiple choice), and (6) administrative responsibilities of special education (attitude scale).

An analysis and interpretation of the data from the returns indicated the following findings.

Findings

Part I--Responsibilities of the Bureau of Indian Affairs Navajo schools, institutions, and community agencies as designed in Section I of the questionnaire indicated:

A. Seventy-five per cent of the BIA Navajo school administrators agreed that the following categories are the major responsibility of the BIA Navajo schools:

1. Hard of Hearing
2. Partially Sighted
3. Crippled and Orthopedically Handicapped
4. Special Health Problems
5. Educable Mentally Retarded (IQ 55-79)
6. Trainable Mentally Retarded (IQ 30-55)
7. Emotionally Disturbed (non-psychotic)
8. Socially Maladjusted
9. Gifted
10. Slow Learner
11. Aphasia and Other Communicative Problems
12. Culturally and Educationally Disadvantaged
13. Severe Learning Problems
14. School Psychological Services
15. Speech Correction
16. School Social Work
17. Special Transportation
18. Homebound Teaching

19. Leisure Time Programs (night and week end activities)
20. School Health Services
21. Audiometric Services (hearing tests)
22. Remedial Reading
23. Workshops for Educable Mentally Retarded (age 16-21)

B. Seventy-five per cent of BIA Navajo school administrators indicated that the areas listed below are not the responsibility of the BIA schools:

1. Deaf
2. Blind
3. Sub-trainable Mentally Retarded (IQ 0-30)
4. Preschool Programs for Deaf
5. Preschool Programs for Blind
6. Preschool Programs for Mentally Retarded
7. Preschool Programs for Crippled and Orthopedic
8. Physical Therapy (for crippled and orthopedic)
9. Occupational Therapy (for crippled and orthopedic)
10. Hospital Teaching
11. School to Home Telephone Service
12. Summer Camping Programs for Handicapped
13. Workshops for Adult Handicapped (age 21 and over)

C. Navajo school administrators indicated institutions should be responsible for the specific categories of the:

1. Deaf
2. Blind

3. Sub-Trainable Mentally Retarded (IQ 30)
4. Preschool Programs for the Blind

D. BIA school administrators indicated workshops for Adult Handicapped (age 21 and over) as being the responsibility of community agencies.

Part II--Major Administrative Responsibilities of the Navajo BIA schools as designed in Section II of the questionnaire indicated:

A. Data from this section indicated that seventy-five per cent of BIA school administrators indicated the following categories are the major responsibility of the department of special education:

1. Hard of Hearing
2. Partially Sighted
3. Crippled and Orthopedically Handicapped
4. Special Health Problems
5. Educable Mentally Retarded (IQ 55-79)
6. Trainable Mentally Retarded (IQ 30-55)
7. Emotionally Disturbed (non-psychotic)
8. Socially Maladjusted
9. Gifted
10. Slow Learner
11. Aphasia and Other Communicative Problems
12. Culturally and Educationally Disadvantaged
13. Severe Learning Problems
14. School Psychological Services

15. Speech Correction
16. Special Transportation of Handicapped
17. Homebound Teaching
18. Summer Camping Programs for Handicapped
19. Audiometric Services (hearing tests)
20. Remedial Reading
21. Workshops for Educable Mentally Retarded (age 16-21)

B. Administrators indicated the following categories as not the responsibility of the BIA Navajo Special Education Department:

1. Deaf
2. Blind
3. Sub-Trainable Mentally Retarded
4. Preschool Programs for the Deaf
5. Preschool Programs for the Blind
6. Preschool Programs for the Mentally Retarded
7. Preschool Programs for the Crippled and Orthopedic
8. Physical Therapy (for crippled and orthopedic)
9. Occupational Therapy (for crippled and orthopedic)
10. Hospital Teaching
11. School to Home Telephone Services
12. Workshops for Adult Handicapped (for crippled and orthopedic)

C. BIA Navajo administrators placed the following categories within the responsibility of another department in the

Bureau of Indian Affairs Navajo school system:

1. Leisure Time Programs (night or weekend activities)
2. School Health Services

D. BIA administrators were evenly divided on the responsibility of school social work being the major responsibility of the special education department or another department in the Bureau of Indian Affairs Navajo school system.

Part III--Pupil Placement Plans for elementary and secondary handicapped pupils as designed in Section III of the questionnaire indicated:

A. Deaf.--Sixty-two per cent of BIA Navajo school administrators favored either a segregated school with thirty-two per cent for special classes for educating the deaf child in both the elementary and secondary school level.

B. Hard of Hearing.--For hard of hearing pupils 47 per cent of BIA Navajo school administrators preferred placement in a special class for education at both the elementary and secondary levels.

C. Blind.--The segregated school was indicated by seventy-one per cent of school administrators as the best educational plan for the blind child at both the elementary and secondary levels.

D. Partially Seeing.--The Partially seeing are best educated in a special class at both elementary and secondary levels, as was indicated by forty-four per cent of administrators.

E. Emotionally Disturbed (non-psychotic).--BIA Navajo school administrators were almost evenly divided on either the special class plan or the cooperative plan at both the elementary and secondary levels as suitable for the education of the emotionally disturbed (non-psychotic).

F. Crippled and Orthopedically Handicapped (IQ 80 and above).--Sixty-one per cent of Navajo school administrators preferred the crippled or orthopedically (IQ 80 and above) as best educated in a regular class at both the elementary and secondary levels.

G. Educable Mentally Retarded (IQ 55-71).--Sixty-four per cent of the school administrators at the elementary level, and 56 per cent at the secondary level preferred the special class plan for educating educable mentally retarded.

H. Trainable Mentally Retarded (IQ 30-55).--Fifty per cent of the administrators indicated the special class pupil placement plan for trainable mentally retarded (IQ 30-55) as the best plan at both secondary and elementary levels. Thirty-five per cent of the administrators recommended the segregated school plan at both elementary and secondary levels.

Part IV--Suggested Pupils-Per-Teacher ratios as designed in Section IV of the questionnaire indicated by the mean:

1. Deaf.--BIA administrators indicated that the number of

deaf children per special class teacher should not exceed seven.

2. Hard of Hearing.--Administrators indicated that the number of hard of hearing children per special class teacher should not exceed eleven.
3. Blind.--BIA school administrators indicated that a class for blind children should not exceed seven pupils per special classroom teacher.
4. Crippled or Orthopedically Handicapped.--Administrators indicated that a class for crippled or orthopedically handicapped should not exceed twelve pupils per special classroom teacher.
5. Educable Mentally Retarded.--BIA Navajo school administrators indicated that a class for educable mentally retarded should not exceed fourteen pupils per special classroom teacher.
6. Trainable Mentally Retarded.--School administrators indicated that a class for trainable mentally retarded not exceed nine pupils per special classroom teacher.
7. Emotionally Disturbed (non-psychotic).--BIA school administrators indicated that the number of emotionally disturbed children per special class teacher should not exceed eight.

Resource Room or Itinerant Teacher (elementary)

1. Deaf.--Administrators indicated that the number of deaf children to be educated by the itinerant teacher or

resource room plan should not exceed seven.

2. Hard of Hearing.--School administrators indicated that the number of hard of hearing pupils to be educated by the itinerant teacher or resource room plan should not exceed ten.
3. Blind.--BIA Navajo school administrators indicated that the number of blind children to be educated by the itinerant teacher or resource room plan should not exceed eight.
4. Partially seeing.--Administrators indicated that the number of partially seeing children to be educated by the itinerant teacher or resource room plan should not exceed eleven.
5. Crippled or Orthopedically Handicapped.--School administrators indicated that the number of crippled or orthopedically handicapped children to be educated by the itinerant teacher or resource room plan should not exceed twelve.

Weekly Itinerant Schedule

1. Speech Correction (kdg - 12).--School administrators on the suggested weekly case load per speech therapist indicated a case load of fifty-six pupils.
2. Homebound Teacher (employed full time)(elementary).--BIA Navajo school administrators indicated the weekly case load per homebound teacher at eight pupils.

Part V--Administrative Responsibility of Special Education (Multiple Choice) as designed in Section V of the questionnaire indicated:

1. Seventy-nine per cent of the school administrators indicated that mentally retarded pupils should be retested every year after initial placement in a special class.
2. Forty-six per cent of the administrators indicated the minimum and maximum I.Q. limits should be eliminated altogether and eligibility to be determined by personnel responsible for placement.
3. The minimum time limits for a homebound pupil to be eligible for homebound instruction should be two weeks indicated 34 per cent of the BIA school administrators, with 32 per cent stating there should be no minimum.
4. Sixty-two per cent of the schools administrators in establishing a policy regarding weekly scheduled office time for speech therapists indicated the speech therapist to schedule office time as needed and approved by administration.
5. Seventy-five per cent of the administrators in establishing a policy regarding weekly scheduled office time for psychologists indicated the psychologist to schedule office time as needed and approved by administration.
6. Fifty-seven per cent of the administrators agreed that educable mentally retarded students (I.Q. 55-79) graduating

from a high school should receive a modified diploma similar to the regular diploma in appearance.

Part VI--Administration of Special Education Programs (attitude scale) as designed in Section VI of the questionnaire indicated:

1. Seventy-eight per cent of the BIA Navajo school administrators agreed the majority of orthopedically or crippled handicapped pupils should be educated in the regular class with appropriate equipment provided to meet their individual needs.
2. Fifty-eight per cent of the Navajo school administrators disagreed that the school have a responsibility to provide special education for the educable mentally retarded child (I.Q. 55-79) but have no responsibility for providing programs for the trainable mentally retarded (I.Q. 30-55).
3. Eighty-seven per cent of the school administrators agreed that when facilities are not available within a given state for the education and care of a severely handicapped child, that the state should pay the child's tuition and living expenses to another state or private institution which has appropriate facilities.
4. Eighty-four per cent of the administrators agreed that it is the schools' responsibility to educate the educable mentally retarded student up to age twenty-one for those who have need or could benefit from such an extended program.

5. Ninety-six per cent of the Navajo school administrators agreed that graduating seniors of educable mentally retarded classes should participate in regular graduation proceedings as do seniors of the regular class.
6. Sixty-nine per cent of the administrators agreed the major responsibility for the education of the gifted child (I.Q. 125-130 and above) should be delegated to the department of special education.
7. Ninety per cent of the Navajo school administrators agreed that pregnant girls in junior or senior high school should be eligible and given the opportunity for homebound instruction or other special instructional methods by the BIA during the period of pregnancy.
8. Eighty-one per cent of the Navajo school administrators agreed classroom facilities for educable mentally retarded children should be in the same building with regular classroom pupils and not in segregated buildings.
9. Ninety-one per cent of the school administrators agreed high school educable mentally retarded students if maintaining minimum standards established for special classes should legally be eligible to engage and participate in high school varsity football, basketball, and other athletic sports.
10. Seventy per cent of the administrators disagreed that school psychologists' salaries should be based on the same

salary schedule as that of regular classroom teachers.

11. Sixty-four per cent of the Navajo school administrators disagreed that the speech therapists' salaries should be based on the same salary schedule as that of regular classroom teachers.

12. Sixty-three per cent of the school administrators disagreed that special education classroom teachers should be based on the same salary schedule as that of the regular classroom teachers.

13. Fifty-two per cent of the school administrators disagreed that school psychologists should draw higher salaries than other special education personnel with equivalent experience and education.

14. Seventy-nine per cent of the administrators agreed mandatory legislation (required by law) is favored over permissive legislation (permitted by law) in order to develop optimal programs for exceptional children.

15. Ninety-five per cent of the school administrators agreed BIA school vocational programs for high school educable mentally retarded (I.Q. 55-79) should offer specific job training programs for training students in a skill for specific jobs.

16. Ninety-six per cent of the school administrators disagreed there is too much emphasis today being placed on the education of the handicapped child.

17. Ninety per cent of the BIA school administrators disagreed there is too much emphasis today being placed on the education of the mentally retarded in proportion to other handicapped children.
18. Ninety-three per cent of the school administrators agreed the lack of certified teachers in special education is a vital factor in limiting the expansion of programs for handicapped children.
19. Eighty-seven per cent of the school administrators agreed the lack of classroom space for special education classes is a vital factor in limiting the expansion of programs for handicapped children.

Conclusions

The findings of this study form the basis for the following conclusions:

1. Bureau of Indian Affairs Navajo school administrators agreed there is a need for the BIA to assume more responsibility in administering programs for exceptional children.
2. Administrators indicated that institutions should be responsible for the specific categories of deaf, blind, subtrainable, mentally retarded and preschool programs for blind.
3. BIA Navajo Administrators indicated workshops for adult handicapped as being the responsibility of local community

agencies.

4. Administrators of the Navajo BIA schools (in the suggested pupils-per-teacher ratios) agreed that classes for handicapped should be small.
5. Administrators placed leisure time programs and school health services within the responsibility of another department in the Bureau of Indian Affairs Navajo school system.
6. Administrators were evenly divided as to whether school social work should be the major responsibility of the department of special education or another department in the Bureau of Indian Affairs Navajo school system.
7. Administrators agreed that certain pupil placement plans were best for various handicapping conditions. The segregated school plan, the special class, and the cooperative plan were preferred but the itinerant teacher and resource room plan were seldom selected.

Recommendations

From the findings and conclusions of this study, the following represent some basic recommendations:

1. Studies should be directed to determining the degree to which the goals of the various departments within the Bureau of Indian Affairs Navajo Area Offices are similar and combine these offices in the special education

department.

2. Studies should be directed to each disability as it relates to the Navajo culture and the BIA Navajo school system with what services would be needed and how to implement programs.
3. There is a need to gain support for special education programs from the Navajo parents. Tribal groups need to become involved.
4. Workshops held on the topic special education has assisted administrators in understanding the needs of special education programs. Should be continued and more BIA staff attend.
5. Need for colleges to provide specialized training on Navajo Indian culture and how it affects the handicapped Navajo child.
6. For a quality special education program there is need for close cooperation and communication among teachers, counselors, dormitory personnel and administrative personnel.
7. Many special education needs can be met with existing staff if proper training programs about special education are made available.
8. The BIA Navajo Education Division must recruit trained special education teachers.
9. A study should be made of all published information on programs now available with funds for special education,

specifically for Indians, and this information made available to the schools and area offices.

10. The BIA Navajo Education Division should begin career programs for Navajo students on becoming teachers of the handicapped.

APPENDIX A

COVER LETTER, QUESTIONNAIRE, AND FOLLOW-UP LETTER TO PARTICIPANTS OF STUDY

Dear Sir:

We would like to request your aid in a research study that has important implications for the role and responsibility of the Bureau of Indian Affairs Navajo schools in educating handicapped Navajo children.

To complete this study, we hope to have all principals, school superintendents, and agency superintendents on the Navajo Reservation fill out the enclosed questionnaire. The study involves only Navajo elementary schools.

The questionnaire appears somewhat lengthy due to an effort to minimize the need for answers. However, you will find the items can be answered by a simple check and that the entire form may be completed within a period of twenty minutes.

Your cooperation in completing and returning the enclosed questionnaire by February 1, 1970 will be sincerely appreciated. A self-addressed, stamped envelope is enclosed for convenience. The information you submit will be treated strictly confidential and in no way will your name or school or agency be identified in the study.

Your assistance will contribute to establishing overall guidelines in the administration of special education programs. Results of the study will definitely be sent to you upon completion.

Sincerely,

Leonard J. Mestas

Departmental Approval for Research

Dr. Tony Vaughan, Director
Department of Special Education
Colorado State College
Greeley, Colorado

THE PURPOSE OF THIS STUDY IS TO OBTAIN INFORMATION ON THE ATTITUDES OF BIA SCHOOL ADMINISTRATORS REGARDING THE RESPONSIBILITIES OF THE BIA SCHOOLS IN ADMINISTERING PROGRAMS FOR EXCEPTIONAL CHILDREN. YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL AND IN NO WAY WILL YOUR NAME BE IDENTIFIED WITH THIS STUDY

NOTE: This is a check list type of questionnaire and should not require over 20 or 25 minutes to complete the entire form.

PLEASE COMPLETE THE FOLLOWING BACKGROUND INFORMATION:

A. Total BIA school enrollment for which you are administratively responsible. ____________________

B. Your present position. ____________________

C. Total number of years of experience in present administrative position plus all past experience in other school districts in which you held a similar administrative position. ____________________

D. Number of years of employment in education. ____________________

E. Approximate percentage of time devoted to administering, directing, and supervising special education programs. ____________________

GENERAL DIRECTIONS

1. Please answer all items in the questionnaire in terms of BIA SCHOOLS IN GENERAL and not necessarily your own school district.

2. Please DO NOT allow present state laws, state reimbursement, or availability of local financial funds influence any possible answer or opinion you may care to indicate.

3. Please respond to all items according to YOUR ATTITUDE OR PERSONAL PHILOSOPHY.

4. If necessary, refer to the glossary of terms which is attached. It contains a brief definition of specific areas referred to in the questionnaire.

5. Your frankness in completing this form will be appreciated.

PART I

Directions

A brief definition of three organizations or agencies are listed below. Using the definitions as a guide, please indicate (by a check mark) your opinion whether the BIA schools or another organization should be directly responsible for the main categories listed below. Two or more organizations may be involved in providing programs but indicate the one that you feel should assume the MAJOR educational responsibility for the MAJORITY of children in each category.

BIA SCHOOLS--(Any Bureau of Indian Affairs school or schools in general.)
INSTITUTIONS--(State residential institutions for the blind, deaf, mentally retarded, mentally ill, or other state residential institutions.)
COMMUNITY AGENCIES--(Any federal, state or local agencies established in a local community, regional or state area such as vocational rehabilitation, welfare department, mental health clinic, public health, charitable agencies, etc.)

NOTE: Please do not allow state laws or availability of financial funds influence your answer.

		Area is the responsibility of:		
LEGAL SCHOOL AGE		BIA SCHOOL	INSTITUTIONS	COMMUNITY AGENCIES
1. Deaf	1.			
2. Hard of Hearing	2.			
3. Blind	3.			
4. Partially Sighted	4.			
5. Crippled and Orthopedically Handicapped	5.			
6. Special Health Problems . .	6.			
7. Educable Mentally Retarded (I.Q. 55-79)	7.			
8. Trainable Mentally Retarded (I.Q. 30-55)	8.			
9. Sub-trainable Mentally Retarded (I.Q. 0-30)	9.			
10. Emotionally Disturbed (non-psychotic)	10.			
11. Socially Maladjusted	11.			

PART I--Continued

		Area is the responsibility of:		
LEGAL SCHOOL AGE		BIA SCHOOL	INSTITUTIONS	COMMUNITY AGENCIES
12. Gifted	12.			
13. Slow Learner	13.			
14. Aphasia and Other Communicative Problems	14.			
15. Culturally and Educationally Disadvantaged	15.			
16. Severe Learning Problems . .	16.			
PRESCHOOL AGE				
17. Preschool Programs for Deaf	17.			
18. Preschool Programs for Blind	18.			
19. Preschool Programs for Mentally Retarded	19.			
20. Preschool Programs for Crippled and Orthopedic . .	20.			
ANCILLARY SERVICES (SCHOOL AGE)				
21. Physical Therapy (for crippled and orthopedic . .	21.			
22. Occupational Therapy (for crippled and orthopedic) . .	22.			
23. School Psychological Services	23.			
24. Speech Correction	24.			
25. School Social Work	25.			
26. Special Transportation of Handicapped	26.			
27. Hospital Teaching	27.			
28. Homebound Teaching	28.			
29. School to Home Telephone Services	29.			
30. Summer Camping Programs for Handicapped	30.			
31. Leisure Time Programs (night or weekend activities) . . .	31.			
32. School Health Services . . .	32.			
33. Audiometric Services (hearing tests)	33.			

PART I--Continued

Area is the responsibility of:

ANCILLARY SERVICES (SCHOOL AGE)		BIA SCHOOL	INSTITUTIONS	COMMUNITY AGENCIES
34. Remedial Reading	34.			
35. Workshops for Educable Mentally Retarded (age 16-21) .	35.			
36. Workshops for Adult Handicapped (age 21 and over) . .	36.			

PART II

Directions

Please indicate whether the department of special education (area of special education) or another department in the BIA school system should be directly responsible for the operational administration of the categories listed below. Consider another department within the administrative structure as a department of curriculum, guidance, child study, etc. The responsibilities for certain programs may be a joint cooperation between departments and cause difficulty in responding categorically to one department. However, please indicate your first choice as to the department which should assume the MAJOR ADMINISTRATIVE responsibility. Please indicate similarly in this section as in Part I, all categories you felt were not the responsibility of the BIA school.

Area is the major responsibility of:

LEGAL SCHOOL AGE	Dept. of Spec. Ed.	Another Dept. (i.e. curr., guidance,etc.)	Area is NOT Responsibility of BIA school
1. Deaf	1.		
2. Hard of Hearing . .	2.		
3. Blind	3.		
4. Partially Sighted .	4.		
5. Crippled and Orthopedically Handicapped	5.		
6. Special Health Problems	6.		
7. Educable Mentally Retarded (I.Q. 55-79)	7.		
8. Trainable Mentally Retarded (I.Q. 30-55)	8.		
9. Sub trainable Mentally Retarded I.Q. 0-30)	9.		
10. Emotionally Disturbed (non-psychotic)	10.		
11. Socially Maladjusted	11.		
12. Gifted	12.		
13. Slow Learner	13.		

PART II--Continued

Area is the major responsibility of:

LEGAL SCHOOL AGE		Dept.of Spec. Ed.	Another Dept. (i.e. curr., guidance,etc.)	Area is NOT Responsibility of BIA school
14. Aphasia and Other Communicative Problems	14.			
15. Culturally and Educationally Disadvantaged	15.			
16. Severe Learning Problems	16.			
PRESCHOOL AGE				
17. Preschool Programs for Deaf	17.			
18. Preschool Programs for Blind	18.			
19. Preschool Programs for Mentally Retarded	19.			
20. Preschool Programs for Crippled and Orthopedic	20.			
ANCILLARY SERVICES (SCHOOL AGE)				
21. Physical Therapy (for crippled and orthopedic)	21.			
22. Occupational Therapy (for crippled and orthopedic)	22.			
23. School Psychological Services	23.			
24. Speech Correction .	24.			
25. School Social Work .	25.			
26. Special Transportation of Handicapped	26.			
27. Hospital Teaching .	27.			
28. Homebound Training .	28.			
29. School to Home Telephone Services . . .	29.			

PART II--Continued

ANCILLARY SERVICES (SCHOOL AGE)	Area is the major responsibility of: Dept. of Spec. Ed.	Another Dept. (i.e. curr., guidance, etc.)	Area is NOT Responsibility of BIA school
30. Summer Camping Programs for Handicapped . . . . 30.			
31. Leisure Time Programs (Night or weekend activities) . . 31.			
32. School Health Services . . . . 32.			
33. Audiometric Services (hearing tests) . . . . 33.			
34. Remedial Reading . . 34.			
35. Workshops for Educable Mentally Retarded (age 16-21) . 35.			
36. Workshops for Adult Handicapped (age 21 and over) . . . . . 36.			

PART III

Directions

A descriptive definition of six types of pupil placement plans is listed below. Using the definitions as a guide, please indicate your first choice for each category. Consider the best pupil placement plan of the possible six that you feel would meet the educational needs of the MAJORITY of handicapped pupils.

SEGREGATED SCHOOL--Special classes or school NOT on the same site as regular school.

SPECIAL CLASS------Special class located in a regular BIA school building. Pupil receives special curricular instruction in the special class but shares with the children of the regular grades of the school such out-of-classroom activities as assemblies, lunch rooms, school clubs, etc.

COOPERATIVE PLAN---Pupil registered in a special class but may spend some portion of the day in regular classroom (partial integration).

RESOURCE ROOM------Pupil registered in "regular" classroom, does all his work with the "regular group" and only goes to the Resource Room and the special education teacher for materials and special training.

ITINERANT TEACHER--Pupil registered in regular classroom, does all his work with regular classroom teacher, and receives periodic specialized training, help, and materials from a traveling special education teacher.

REGULAR CLASS------Pupil enrolls and remains in regular class for all his work without assistance from a special class or itinerant teacher but may receive special equipment or materials.

PART III--Continued

ELEMENTARY	Segregated School	Special Class	Cooperative Plan	Resource Room	Itinerant Teacher	Regular Class
Deaf						
Hard of Hearing						
Blind						
Partially Seeing						
Emotionally Disturbed (non-psychotic)						
Crippled/Orthopedic (I.Q. 80 and above)						
Special Health Problems						
Educable Mentally Retarded (I.Q. 55-79)						
Trainable Mentally Retarded (I.Q. 30-55)						
SECONDARY						
Deaf						
Hard of Hearing						
Blind						
Partially Seeing						
Emotionally Disturbed (non-psychotic)						
Crippled/Orthopedic (I.Q. 80 and above)						
Special Health Problems						
Educable Mentally Retarded (I.Q. 55-79)						
Trainable Mentally Retarded (I.Q. 30-55)						

PART IV

Directions

Please indicate below the maximum suggested per pupil-teacher (elementary) you would recommend for each category under three possible pupil organizational plans: SPECIAL CLASSROOMS, RESOURCE ROOM OR ITINERANT TEACHER, and WEEKLY ITINERANT SCHEDULE. Consider the maximum number of pupils per teacher that should be allowed in order for a teacher to do a satisfactory job of instruction. If the suggested teacher load is not listed, please write in your recommendation in the space designated "OTHER". Indicate suggestions regardless of your choices in the previous section (PART III) as the purpose of this section is to obtain possible guidelines for local or state standards.

SPECIAL CLASSROOM (Elementary)	Please Circle				Other
Deaf	6	8	10	12	
Hard of Hearing	8	10	12	15	
Blind	6	8	10	12	
Partially Seeing	8	10	12	14	
Crippled or Orthopedically Handicapped	10	12	15	18	
Educable Mentally Retarded (I.Q. 55-79)	12	15	18	20	
Trainable Mentally Retarded (I.Q. 30-55)	8	10	12	16	
Emotionally Distrubed (non-psychotic)	6	8	10	12	

RESOURCE ROOM OR ITINERANT
TEACHER (Elementary)

Deaf	6	8	10	12	
Hard of Hearing	8	10	12	14	
Blind	8	10	12	14	
Partially Seeing	10	12	14	16	
Crippled or Orthopedically Handicapped	10	12	15	18	
Emotionally Disturbed	8	10	12	15	

WEEKLY ITINERANT SCHEDULE

Speech Correction (kdg.-12)	50	75	100	150	
Homebound Teacher (employed full time) (elementary)	6	8	10	12	

PART V

PLEASE INDICATE BY A CHECK MARK YOUR SUGGESTIONS TO EACH GIVEN QUESTION

1. Please indicate the frequency mentally retarded pupils should be periodically re-evaluated by a psychologist (individual intelligent test) after initial placement in a special class.

________ 1. should be tested every year.
________ 2. should be tested every two years.
________ 3. should be tested every three years.
________ 4. should be tested every four years.

2. Please indicate the minimum and maximum I.Q. limits you suggest in determining eligibility for placement in a special class for educable mentally retarded.

________ 1. I.Q. range of 50 to 80.
________ 2. I.Q. range of 60 to 80.
________ 3. I.Q. range of 55 to 84.
________ 4. two classifications: (Level one--I.Q. 40 to 60)
(Level two--I.Q. 60 to 80)
________ 5. eliminate I.Q. limits altogether and eligibility to be determined by personnel responsible for placement.

3. The minimum time limits (appropriate length of time a physician reports the pupil will be absent from school) for a homebound pupil to be eligible for homebound instruction should be:

________ 1. two weeks.
________ 2. four weeks.
________ 3. six weeks.
________ 4. eight weeks.
________ 5. no minimum.

4. The administrator in establishing a policy regarding regular weekly scheduled office time for speech therapists for reports, records, and other office work should allow:

________ 1. one half day per week.
________ 2. one full day per week.
________ 3. speech therapist to schedule office time as needed and approved by administration.
________ 4. no regularly scheduled office time during classroom hours--office time scheduled before and after school hours only (except under special need).
________ 5. other.

PART V--Continued

5. The administrator in establishing a policy regarding weekly scheduled office time for psychologists for reports, records, and other office work should allow:

________ 1. one half day per week.
________ 2. one full day per week.
________ 3. psychologist to schedule time as needed and approved by administration.
________ 4. no regularly scheduled office time during classroom hours--office time scheduled before and after school hours only (except under special need).
________ 5. other.

6. Educable mentally retarded students (I.Q. 55-79) graduating from a high school program should:

________ 1. receive same kind of diploma as graduating seniors from regular class.
________ 2. receive a modified diploma similar to the regular diploma in appearance.
________ 3. receive a certificate of attendance.
________ 4. receive no diploma.

PART VI

Directions

Below are some statements about the administration of special education programs. For each statement, please mark one of the four categories, but only one. It is important that the response checked reflects your PERSONAL ATTITUDE toward a particular statement. Please disregard state laws or reimbursement, etc. in responding to each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The majority of orthopedically or crippled handicapped pupils should be educated in the regular class with appropriate equipment provided to meet their individual needs.				
2. The schools have a responsibility to provide special education for the educable mentally retarded child (I.Q. 55-79) but have NO responsibility for providing programs for the trainable mentally retarded (I.Q. 30-55).				
3. When facilities are not available within a given state for the education and care of a severly handicapped child (example: deaf-blind), the BIA should pay tuition and living expenses to another state or private institution which has appropriate facilities.				
4. It is the schools responsibility to educate the educable mentally retarded up to a chronological age limit of 21 for those who have need or could benefit from such an extended program.				
5. Graduating seniors of educable mentally retarded special classes should participate in regular graduation proceedings as do seniors of the regular class.				
6. The major responsibility for the education of the gifted child (I.Q. 125-130 and above) should be delegated to the department of special education.				

PART VI--Continued

		Strongly Disagree	Disagree	Agree	Strongly Agree
7.	Pregnant girls in junior or senior high school should be eligible and given the opportunity for homebound instruction or other special instructional methods by the BIA during the period of pregnancy.				
8.	Classroom facilities for educable mentally retarded children should be in the same building with regular classroom pupils and not in segregated buildings.				
9.	High school educable mentally retarded students if maintaining minimum standards established for special classes should legally be eligible to engage and participate in high school varsity football, basketball, and other athletic sports.				
10.	School psychologist's salaries should be based on the same salary schedule as that of regular classroom teachers.				
11.	Speech therapist's salaries should be based on the same salary schedule as that of regular classroom teachers.				
12.	Special education classroom teacher salaries should be based on the same salary schedule as that of regular classroom teachers.				
13.	School psychologists should draw higher salaries than other special education personnel with equivalent experience and education.				
14.	Mandatory legislation (required by law) is favored over permissive legislation (permitted by law) in order to develop optimal programs for exceptional children.				
15.	BIA school vocational programs for high school educable mentally retarded (I.Q. 55-79) should offer specific job training programs for training students in a skill for specific jobs.				
16.	There is too much emphasis today being placed on the education of the handicapped child.				

PART VI--Continued

		Strongly Disagree	Disagree	Agree	Strongly Agree
17.	There is too much emphasis today being placed on the education of the mentally retarded in proportion to other handicapped children.				
18.	The lack of certified teachers in special education is a vital factor in limiting the expansion of programs for handicapped children.				
19.	The lack of classroom space for special education classes is a vital factor in limiting the expansion of programs for handicapped children.				

Dear Sir:

Several days ago a questionnaire was mailed to all 54 BIA Navajo elementary schools. If you have not returned your completed questionnaire, would you do so at your earliest convenience. Your experience in Navajo Indian education is invaluable for this study and therefore will be an important contribution in determining the responsibility of the BIA for children with special needs.

May I reassure you that your opinion will be held in strict confidence and that the study is definitely not concerned with individual positions or schools.

May I receive your questionnaire by Feb. 9, 1970. If you are not able to answer the questionnaire I would be willing to come to your school and visit about the questionnaire.

Sincerely,

Leonard J. Mestas

Departmental Approval for Research

Dr. Tony Vaughan, Director
Department of Special Education
Colorado State College
Greeley, Colorado. 80631

APPENDIX B

LETTERS OF PERMISSION TO CONDUCT STUDY

UNITED STATES

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

Navajo Area Office

Window Rock, Navajo Nation (Arizona) 86515

January 19, 1970

Mr. Leonard J. Mestas
1007 - 5th Street
Greeley, Colorado 80631

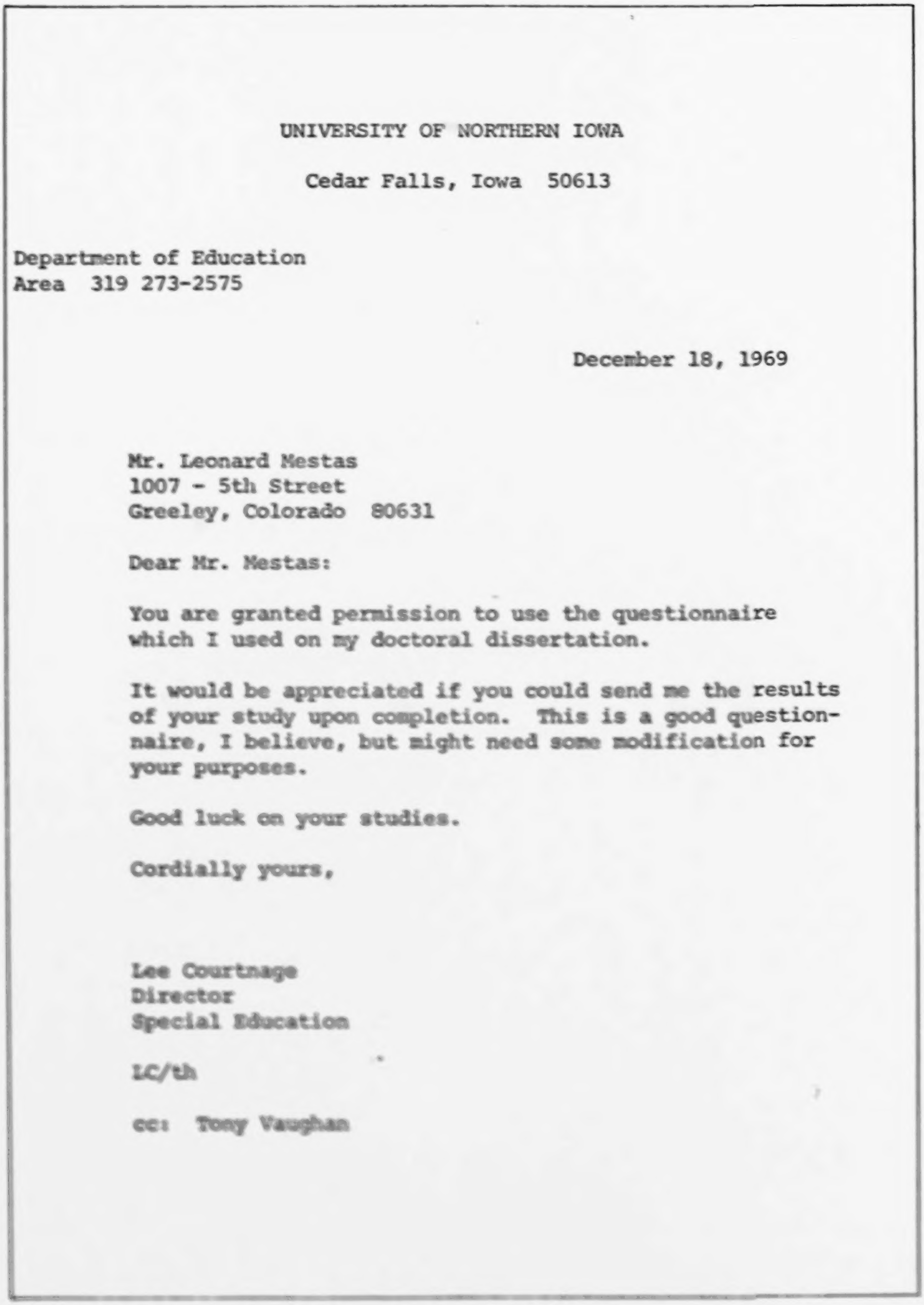
Dear Mr. Mestas:

You are hereby granted permission to send questionnaires to Navajo Area, Bureau of Indian Affairs' administrators to obtain information on attitudes of school administrators regarding programs for exceptional children. Best wishes for success with your doctoral study.

Sincerely yours,

Abraham I. Tucker (s)
Acting Assistant Area
Director (Education)

cc: Mr. Tony Vaughn
Department of Special Education
Colorado State College
Greeley, Colorado 80631



UNIVERSITY OF NORTHERN IOWA

Cedar Falls, Iowa 50613

Department of Education
Area 319 273-2575

December 18, 1969

Mr. Leonard Mestas
1007 - 5th Street
Greeley, Colorado 80631

Dear Mr. Mestas:

You are granted permission to use the questionnaire which I used on my doctoral dissertation.

It would be appreciated if you could send me the results of your study upon completion. This is a good questionnaire, I believe, but might need some modification for your purposes.

Good luck on your studies.

Cordially yours,

Lee Courtnage
Director
Special Education

LC/th

cc: Tony Vaughan

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VITA

Name: Leonard Joseph Mestas

Birthplace: Trinidad, Colorado

Birthdate: March 29, 1938

Parents: Aurora Baca Mestas and the late David B. Mestas

Marital Status: Single

Education:
A.A. in Elementary Education, Trinidad State Junior College, Trinidad, Colorado, 1958
B.A. in Mental Retardation and Elementary Education, University of Denver, 1962
M.A. in Mental Retardation and Physically Handicapped, Colorado State College, 1966
Ed.D. Major in Special Education Administration, minor, Mental Retardation, University of Northern Colorado, Greeley, Colorado, (Educational Administration)

Professional Experience:
Counselor, Recreation
Teacher, Laradon Hall School for Exceptional Children, 1958-62
Teacher, Denver Public Schools, 1962-65
Demonstration Teacher, Colorado State College, 1965-66
Visiting Professor, Eastern Montana College, 1967
State-wide Headstart Director (Migrant programs) 1969-70
Consultant to Brazil State of Minas Gerias for Special Education Programs, 1969

Professional Organizations:
Council for Exceptional Children, Metropolitan Association for Retarded Children, Association for Early Childhood Education, Headstart Directors Association
Congress of Hispano Educators
Colorado Educators Association (CEA)
National Educators Association (NEA)